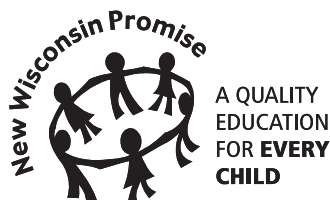


Grade Level Foundations: Social Studies

Beth Ratway
Social Studies Consultant



Wisconsin Department of Public Instruction
Elizabeth Burmaster, State Superintendent

Madison, Wisconsin

This publication is available from:

Publication Sales
Wisconsin Department of Public Instruction
Drawer 179
Milwaukee, WI 53293-0179
(800) 243-8782 (U.S. Only)
(608) 266-2188
(608) 267-9110 Fax
<http://www.dpi.wi.gov/pubsales>

Bulletin No. _____

© 2008 Wisconsin Department of Public Instruction

ISBN _____

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.



Printed on recycled paper

Foreword

I am pleased to present *Grade Level Foundations: Social Studies*. These locally developed materials are an important addition to educators' resources for developing curricula and teaching social studies. The materials reflect an insider's view of what is crucial for teaching social studies in Wisconsin.

Social studies not only spans the state, the nation, and the globe, but also encompasses a diversity of specialties, from geography to economics, from American Indian Studies to service-learning. One must have a truly global grasp of this century to help young people understand it. Our New Wisconsin Promise identifies global, civic, and financial literacy's as critical for a well-educated 21st century citizen. This document describes processes for designing curricula that emphasize the major components of a 21st century citizen.

Grade Level Foundations in Social Studies reflects an in depth look at social studies and include the application of knowledge, attitudes and skills in the areas of geography, history, political science, economics, and the behavioral sciences. It's focus on core concepts and questions will challenges students to learn social studies at a deeper level.

The purpose of the material is to support the development of social studies curriculum. The materials are designed to build and enhance implementation of the *Wisconsin Model Academic Standards for Social Studies*. Educators can use these materials to align instruction and create curriculum and activities designed to instill within students a desire to be engaged in the study of geography, history, political science, economics, and the behavioral sciences. The content and skills embedded at each grade level focus on helping students gain a deeper understanding of the disciplines of social studies. This resource can be a useful tool for teachers at all grade levels to meet all five content standards of the *Wisconsin Model Academic Standards for Social Studies*.

A statewide task force of educators from elementary through post-secondary education has developed this guide using the standards as well as a variety of other state and national resources. A special thanks to the writing group who worked with the task force recommendations and the standards to develop an outstanding resource.

It is essential to our democracy that students can understand the critical issues our nation faces from a variety of perspectives in order for them to be informed citizens. Social studies is the vehicle to ensure this happens. Grade Level Foundations will prove to be an outstanding tool for educators as they plan effective social studies curricula in Wisconsin's elementary and secondary schools.

Elizabeth Burmaster
State Superintendent



Work Group

The Wisconsin Department of Public Instruction wishes to express its utmost appreciation and gratitude to the task force who contributed expertise and time to the development of this document. The members spent countless hours of discussion and research to make sure this document reflects wise and responsible thinking regarding social studies program development. The dedication of the task force members to their profession and to social studies education is commendable. Wisconsin’s students are fortunate to have such caring and concerned people working for them.

Cathy Atkinson Waukesha School District	Susan Hamblin Madison Metropolitan School District
Melissa Barkley Wausau School District	Jennifer Ingebritsen Lancaster School District
Brenda Bartow Omro School District	Christine Kadonsky Wausau School District
Lisa Bohm Green Bay School District	Michele Kakouris Janesville School District
Tom Borich Superior School District	Carolyn Konkol Madison Metropolitan School District
Vince Czahor Pembine School District	Mike Koren Maple Dale-Indian Hill School District
Jennie Ekstein Milwaukee Public Schools	John Krause Pulaski School District
Pam Engel Pulaski School District	Cory Kreibich Osceola School District
Tina Flood Milwaukee Public Schools	Sara Kreibich Osceola School District
Susan Gogue Baraboo School District	Mikki Maddox Necedah School District

Kristen McDaniel
Fort Atkinson School District

Mike McKinnon
Janesville School District

Sally Michalko
Waukesha School District

Lauren Mittermann
Gibraltar School District

Jennifer Morgan
West Salem School District

Cherie Mornard
Green Bay School District

Karen Schill
Wisconsin Rapids School District

William Sepnafski
Menasha Joint School District

J Simonsen
Kenosha Unified School District

Julie Toske
Eau Claire School District

Adrian Webber
Sevastopol School District

Jeff Woodward
Melrose-Mindoro School District

Acknowledgments

A special thanks goes to many individuals at the Wisconsin Department of Public Instruction and specifically to Deborah Mahaffey, Michael George, Bev Kniess, and Carol Stricker. Each spent many extra hours assisting with the development of this guide. Without their dedication and energy, this guide would not have been possible.

Division for Academic Excellence

Deborah Mahaffey, Assistant State Superintendent

Michael George, Director, Content and Learning Team

Bev Kniess, Operations Program Associate

Carol Stricker, Office Operations Associate

Contents

Foreword X

Acknowledgements X

Introduction: X

 What are grade level foundations: social studies? X

 How were Grade Level Foundations Developed? X

 Why grade level foundations? X

 What do the Grade Level Foundations: Social Studies include? X

 How can we approach using Grade Level Foundations? X

How to Use Grade Level Foundations: X

 Where to start? X

 What are the keys to a successful social studies program? X

 How do we organize the curriculum? X

 What are different ways to approach implementing grade level foundations? X

 How do we make cross curricular connections? X

Elementary (PK-4): X

 PK - Kindergarten X

 Citizenship X

 People X

 Places X

 Resources X

 First Grade X

 Citizenship X

 People X

 Places X

 Resources X

 Second Grade X

 Citizenship X

 People X

 Places X

 Resources X

 Third Grade X

 Citizenship X

 People X

 Places X

 Resources X

 Fourth Grade X

 Citizenship X

 People X

 Places X

 Resources X

Middle School (5-8): X

 Ancient Civilizations X

 Civics X

 US History X

 Geography and World Cultures X

High School (9-12): X

 Geography and World Studies X

 US History X

 Civics X

 Economics X

 Behavioral Sciences X

Next Steps: X

 Building A Scope and Sequence. X

 Using foundations to create assessments X

 Developing content based professional development X

 Connecting to teacher standards. X

 Opening vertical and horizontal conversations X

Glossary: X

Appendix: X

Introduction

Defining Social Studies

“The primary purpose of the Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

National Council for the Social Studies

What are Grade Level Foundations: Social Studies?

The Grade Level Foundations are a concept based K-12 scaffolding focused around the state standards and based on the backwards design model. This resource has been developed as a complementary tool to the *Planning Curriculum Guide – Social Studies*, to help foster common vertical and horizontal curricular discussions around key concepts, skills and content in social studies.

In analyzing *Wisconsin’s Model Academic Standards for Social Studies*, one can see that they are divided into five discipline based content standards: Geography; History; Political Science; Economics; and Behavioral Sciences (which include sociology, anthropology and psychology). Each of these is an important component to the whole of social studies.

The standards are written at the fourth, eighth, and twelfth grade levels. This leaves a lot of space between grades for interpretation. There needs to be some consistency in how social studies is addressed and a common core of knowledge that students need to work with no matter what grade they are in or what topic they are studying. The Grade Level Foundations sets up the study of 16 core concepts and five skill areas at each grade level. Students will study the same concepts and work on the same skills at every grade. Concepts of study include things such as: culture, ethics, competition and interdependence, diversity, freedom, justice and equality.

How were Grade Level Foundations Developed?

A statewide team of educators developed Grade Level Foundations for districts to use to help develop their curriculum plans for social studies. The team revisited the central purpose(s) of social studies by looking at the 21st century skills report (<http://www.21stcenturyskills.org/>) and the National Council for Social Studies (NCSS) vision statement (<http://www.socialstudies.org/>). The team chose to focus social studies around three of the four critical content areas discussed in the 21st century skills report: civic literacy, global literacy, and economic literacy. They then focused on identifying the core concepts of social studies using the 10 themes from NCSS and Wisconsin’s Model Academic Standards for social studies. They utilized all of the content and skills identified in the state standards and then organized all of the information under 16 core concepts. They framed the skills around the state standards, the work of NCREL (<http://www.ncrel.org/engage/skills/skills.htm>) and 21st century skills work into five main areas; knowledge acquisition skills, information and communication skills, inquiry, critical thinking and problem solving skills, interpersonal and self-directional skills and reflection. The final task was identifying the essential questions and defining what each skill area looks like.

Why Grade Level Foundations?

There is growing evidence to show that students are leaving high school not knowing fundamental information regarding civic, global and financial awareness (<http://www.21stcenturyskills.org/>). They are leaving with facts but few connections between the disciplines or the sequencing of learning from grade to grade. With the growing global community, core knowledge on these issues is vital for people in order to function in the world in which we live.

Just by picking up a newspaper, a person can see a need for people to be more informed regarding financial, civic, and global issues. This is a primary purpose of social studies education. Social studies is relevant to preparing every child to participate as citizens of a global community.

Social studies has been seen as the area where students learn about the past. This is not the case, social studies teachers teach the knowledge and skills connected to civic, global and economic literacy to students, and are ready to meet these challenges.

Teachers can help students be prepared for citizenship in the 21st century by focusing on civic literacy, global literacy, and economic literacy. Using these literacies as the overarching umbrella teachers can clarify the purposes of social studies and still honor perspectives from each discipline. By synergizing the disciplines of social studies teachers can build a solid, coherent curriculum. Teachers need to work their colleagues and students to show them how the disciplines of social studies are connected. Students can learn to think like a historian, a geographer, an economist, a political scientist, an anthropologist, a sociologist and a psychologist. For instance, if a teacher is teaching US history, students can be guided to look at the depression through the eyes of an economist, a geographer etc. Teachers can synergize the disciplines by focusing on core concepts/themes while also engaging students in the core tools of each of the disciplines of social studies. (see *Planning Curriculum Guide – Social Studies* pp 10-17)

What Do Grade Level Foundations: Social Studies Include?

The knowledge and skills set forth in the *Grade Level Foundations – Social Studies* cross all grade levels and disciplines. A comprehensive, developmentally appropriate pre-kindergarten through grade 12 social studies program can be developed using this tool. *Grade Level Foundations: Social Studies* outlines the knowledge and skills students need in order to effectively participate as citizens of a global community. Grade Level Foundations are based on Wisconsin's Model Academic Standards and national standards. Each grade level has common components: The focus on civic, global and economic literacy, the 16 core concepts, the five skill areas, fundamental questions, and focusing questions based off of the concepts and connected to the Wisconsin Model Academic Standards for Social Studies.

The three ***areas of focus*** and three ***fundamental questions*** studied at each grade are:

Civic literacy is the ability to understand, analyze, and participate in government and in the community, both globally and locally, and the ability to make decisions that reflect an understanding of historic implications, the role of leaders and a broader sense of political awareness.

Fundamental Question: ***Why and how do people establish, influence and interact with systems of governance?***

Global literacy is the ability to understand and appreciate the similarities and differences in the customs, values, and beliefs of one's own culture and the cultures of others and the recognition and understanding of interrelationships among international organizations, nation-states, public and private economic entities, sociocultural groups, and individuals across the globe.

Fundamental Question: ***How do individuals, groups, and nations impact and interact with the global community?***

***Economic literacy** is the ability to identify economic problems, alternatives, costs, and benefits; analyze the incentives at work in economic situations; examine the consequences of changes in economic conditions and public policies; collect and organize economic evidence; and weigh costs against benefits.*

Fundamental Question: ***How do the decisions of individual citizens, groups, and elected officials influence economic institutions?***

The 16 **core concepts** (based upon the work of NCSS and the *Wisconsin Model Academic Standards for Social Studies*) that students will study at each grade level. These concepts are:

Culture	Ethics
Time continuity and change	Global connections
People places, movement and environment	Civic Ideals and practices
Individual development and identity	Competition and interdependence
Individuals, groups institutions systems and interactions	Conflict and cooperation
Power authority and governance	Diversity
Production distribution, consumption of resources	Contributions
	Freedom Justice and equality
	Rights and responsibilities

Skills are also a major component at each grade. Five skill areas were identified as essential skills (based up the work from enGauge and the Partnership for 21st century skills). The five ***skill areas*** students will focus on at every grade level are:

- Knowledge acquisition skills
- Information and Communication skills
- Inquiry, Critical Thinking and Problem Solving skills
- Interpersonal, Self-directional skills
- Reflection

There are also ***grade level focusing themes***. These themes are just titles for organization. They are not meant to outline the scope and sequence of a local curriculum. This will be discussed further in the “How to Use” section of this work. The grade level focusing themes are:

K-4:

- Citizenship
- People
- Places
- Resources

5-8:

- Ancient Civilizations
- US History
- Civics
- World Cultures

9-12:

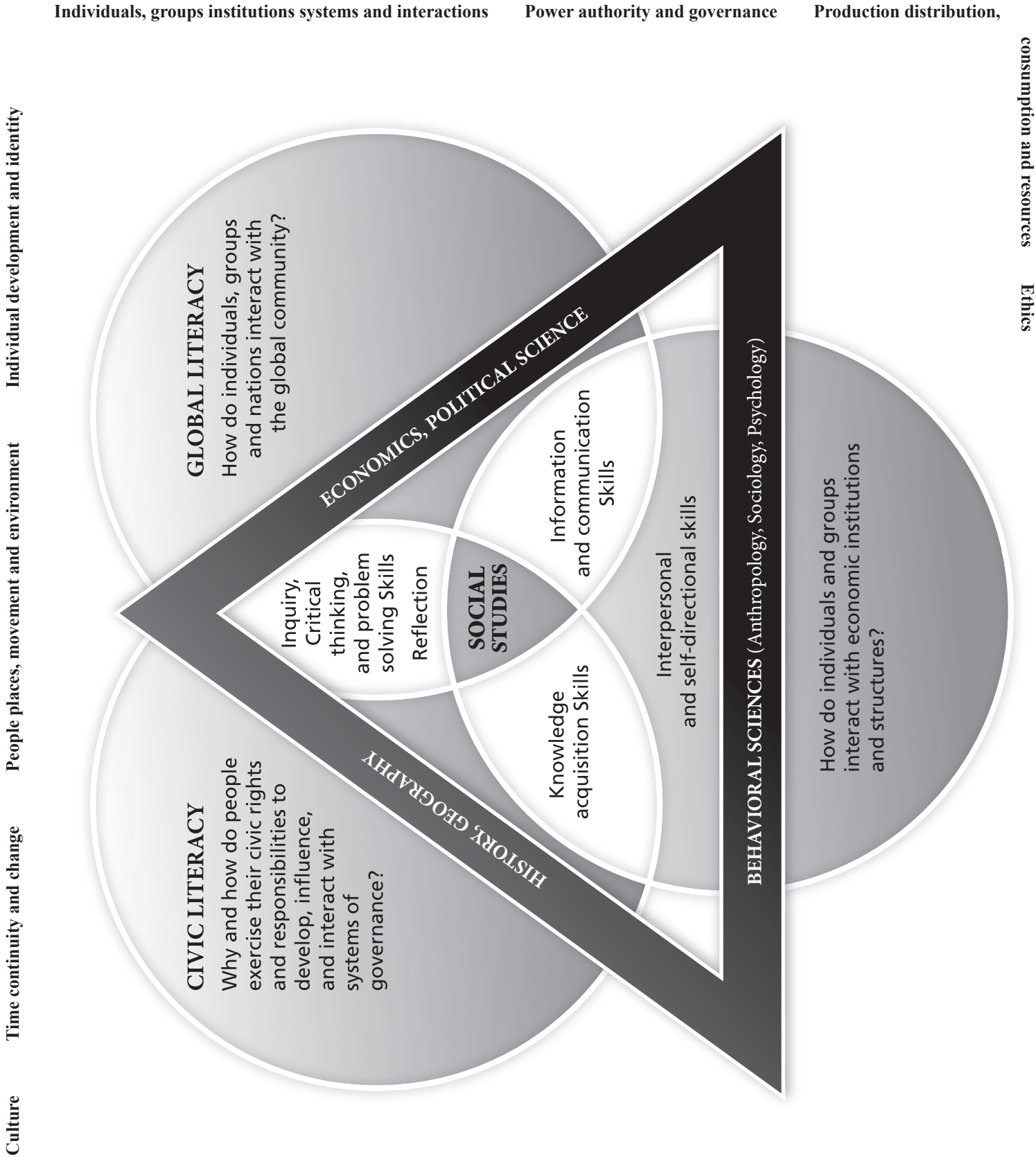
- Behavioral Sciences
- Civics
- World Studies
- US History
- Economics

Finally there are ***focusing questions*** at every grade. These questions are different at each grade, organized by the three areas of literacy, and connected directly to the concepts and standards.

The final product can be defined using a visual:

**Insert New
Visuals Here**





Culture Time continuity and change People places, movement and environment Individual development and identity

Individuals, groups institutions systems and interactions

Power authority and governance

Production distribution,

consumption and resources Ethics

How Can We Approach Using Grade Level Foundations?

Looking at using Grade Level Foundations to plan curriculum and instruction can seem overwhelming at first. Scaffolding may be new, and a teacher may feel like this is too prescriptive. This guide to planning offers ways that individuals and districts can enhance their existing scope and sequence, or receive guidance in setting up a completely new scope and sequence.

Grade Level Foundations can also help teachers work together to develop and implement curricula that will support students for life, preparing young people to understand and actively participate.

Implementing the literacies, core concepts and fundamental questions into a district's curriculum can incorporate many facets. There are a multitude of ways a district can incorporate new content and processes. The section, "How to Use" can assist in determining what will best fit with a individual districts' needs.

The importance of integrating these literacies and concepts into individual school district's program of studies cannot be overstated. There is clear evidence that students are not learning to be informed citizens. Schools can rise to the challenge of educating all students across all grade levels and subject areas in social studies

1

How to Use Grade Level Foundations

*"When the question: 'What's new?' is pursued at the expense of all other questions, what follows in its wake is often an endless flood of trivia and fashion. I wish to be concerned with the question: '**What is best?**' for this question cuts deeply, rather than broadly sweeping over everything."*

Robert Pirsig, *Zen and the Art of Motorcycle Maintenance*

Where to start?

The place to start is with the end in mind. Teachers can begin by coming together, K-12, to discuss what it is they want all students to know and do as a result of their social studies program. The best way to do this is to develop a common **mission and vision** of social studies. This is an essential first step in developing a clear coherent curriculum that all students have access to. Why do students need to study social studies? What is the importance and end result for the social studies program? This is a critical step in planning because it frames all other discussions. (see the Planning Curriculum Guide – Social Studies pp. xvii-xxii)

The next step is to agree on the components of a comprehensive plan. Once a vision is developed, teachers need to work together to clearly state the **purpose and goals** of their social studies program. Teachers can use the visual on page 7 to guide this discussion. The premise of this document is that the goals of a good social studies program should include civic literacy, global literacy and economic/financial literacy, with an emphasis on the five skills areas. This visual can be used to stimulate discussion around common goals and ideas for a solid social studies program. (see the Planning Curriculum Guide – Social Studies pp. xxii - xvi)

The next step is to begin to discuss what **key principles and ideas** teachers think ALL students need to know and do as a result of the social studies program. Resources to help inform this discussion include Wisconsin's Model Academic Standards, past AP essay questions, the ACT work readiness standards, an International Baccalaureate assessment, or some of the prompts from the book *College Knowledge* (See appendix). These can be great starting places. It adds a high level of rigor to the discussion. It does not mean that all students will take the ACT or an AP course but it does set a high standard for ALL students. After determining what it is that all students should know and do, discuss it vertically to determine what each grade can look like and how you can work together towards common goals (see appendix for sample agenda for this work).

What are the Keys to a Successful Social Studies Program?

The National Council for Social Studies (NCSS) lays out the keys to a successful social studies program. They state that a successful social studies curriculum:

“Include[s] knowledge, democratic values and beliefs, thinking skills, and social and civic participation skills. Knowledge refers to interpretations that students construct in response to their experiences in and out of school. Knowledge is not merely a fixed body of information transmitted for students to memorize. Teachers should not only expose their students to curriculum content but should also provide them with opportunities to think and communicate in ways that will help students construct a working knowledge of such content.” <http://www.socialstudies.org/positions/powerful/>

[in order to]

“help students to: (1) develop skills, concepts, and generalizations necessary to understand the sweep of human affairs; (2) appreciate the benefits of diversity and community, the value of widespread economic opportunity, and the contributions that people of both genders and the full range of ethnic, racial, and religious groups have made to our society; (3) become ready and willing to contribute to public policy formulation; and (4) acquire ways of managing conflict that are consistent with democratic procedures.”

[and to]

“prepare students to connect knowledge with beliefs and action using thinking skills that lead to rational behavior in social settings. These include the thinking skills involved in: (1) acquiring, organizing, interpreting, and communicating information; (2) processing data in order to investigate questions, develop knowledge, and draw conclusions; (3) generating and assessing alternative approaches to problems and making decisions that are both well informed and justified according to democratic principles; and (4) interacting with others in empathetic and responsible ways.

[and finally to]

“develop social and civic participation skills that prepare students to work effectively in diverse groups to address problems by discussing alternative strategies, making decisions, and taking action: to pursue social and civic agendas through persuasion, negotiation, and compromise; and to participate actively in civic affairs”

A good social studies program has **common outcomes** and works towards a set of **common ideas, beliefs, values and skills**. Grade Level Foundations is a resource to help plan and develop these common components. The following questions can help to further the discussion when developing a social studies scope and sequence:

Social Studies Curriculum Tool for Analysis			
	Where is it currently happening?	What are we missing?	How will we fill the gaps?
Global Literacy			
Are knowledgeable about the connectedness of the nations of the world historically, politically, economically, technologically, socially, linguistically, and ecologically.			
Understand that these interconnections can have both positive benefits and negative consequences.			
Understand the role of the United States in international policies and international relations.			
Are able to recognize, analyze, and evaluate major trends in global relations and the interconnections of these trends with both their local and national communities.			
Understand how national cultural differences impact the interpretation of events at the global level.			
Understand the impact of ideology and culture on national decisions about access to and use of technology.			
Participate in the global society by staying current with international news and by participating in the democratic process.			
Value Diversity			
Are aware of how cultural beliefs, values, and sensibilities affect the way they and others think and behave.			
Appreciate and accept similarities and differences in beliefs, appearances, and lifestyles.			

Understand how technology impacts culture.			
Exhibit an Informed Sensitivity			
Know the history of both mainstream and nonmainstream American cultures.			
Can take the perspectives of other cultural groups.			
Are sensitive to issues of bias, racism, prejudice, and stereotyping.			
Actively Engage with/in Other Cultures			
Are bilingual/multilingual or are working toward becoming bilingual/multilingual.			
Communicate, interact, and work with individuals from other cultural groups, using technology where appropriate.			
Are familiar with cultural norms of technology environments and are able to interact successfully in such environments			
Resources: 21stcenturyskills.org engage global			

Economic Literacy			
Can evaluate costs, benefits, and the limitations of resources, using this knowledge to make informed choices as consumers, producers, savers, investors, and citizens.			
Are able to evaluate different methods for allocating goods and services by comparing the costs and benefits of each method.			
Can identify economic incentives that affect people's behavior and explain how incentives affect their own behavior.			

Understand how competition, trade barriers, shortages and surpluses, and the interaction between buyers and sellers can influence prices.			
Are able to describe the roles of various public and private economic institutions, including the Federal Reserve.			
Understand the basics of income and its distribution, interest rates, inflation, unemployment, investment, and risk.			
Can identify and evaluate the benefits and costs of alternative public policies, and assess who enjoys the benefits and who bears the costs.			
Understand the value of entrepreneurialism and the roles of small and large businesses in the U.S. economy.			
Resources: NCEE 21stcenturyskills.org Engauge			

Civic Literacy			
are informed to participate effectively in government			
understand the rights and obligations of citizenship at local, state and national and global levels			
Understand the local and global implications of civic decisions			
Apply skills to make intelligent choices as a citizen			
Participate in their communities			
Act politically			
Have moral and civic virtues			
They are informed and thoughtful			
have a grasp and an appreciation of history and the fundamental processes of American democracy			
have an understanding and awareness of public and community issues			
have an ability to obtain information when needed			

have a capacity to think critically			
have a willingness to enter into dialogue with others about different points of view and to understand diverse perspectives.			
They are tolerant of ambiguity and resist simplistic answers to complex questions.			
They participate in their communities.			
They belong to and contribute to groups in civil society that offer venues for Americans to participate in public service, work together to overcome problems, and pursue an array of cultural, social, political, and religious interests and beliefs.			
They act politically.			
They have the skills, knowledge, and commitment needed to accomplish public purposes (for instance by organizing people to address social issues, solving problems in groups, speaking in public, petitioning and protesting to influence public policy, and voting)			
They have moral and civic virtues.			
They are concerned for the rights and welfare of others			
They are socially responsible			
They are willing to listen to alternative perspectives			
They are confident in their capacity to make a difference			
They are ready to contribute personally to civic and political action			
They strike a reasonable balance between their own interests and the common good.			
They recognize the importance of and practice civic duties such as voting and respecting the rule of law.			
Resources: civiced.org 21stcenturyskills.org Civic Mission of Schools			

How do we organize the curriculum?

Organization of the curriculum is what becomes a district's scope and sequence. The organization should build on the vision, purpose and goals are established. NCSS states a social studies scope and sequence should:

1. state the purpose and rationale of the program;
2. be internally consistent with its stated purposes and rationale;
3. designate content at every grade level, K-12;
4. recognize that learning is cumulative;
5. reflect a balance of local, national, and global content;
6. reflect a balance of past, present, and future content;
7. provide for students' understanding of the structure and function of social, economic, and political institutions;
8. emphasize concepts and generalizations from history and the social sciences;
9. promote the integration of skills and knowledge;
10. promote the integration of content across subject areas;
11. promote the use of a variety of teaching methods and instructional materials;
12. foster active learning and social interaction;
13. reflect a clear commitment to democratic beliefs and values;
14. reflect a global perspective;
15. foster the knowledge and appreciation of cultural heritage;
16. foster the knowledge and the appreciation of diversity;
17. foster the building of self-esteem;
18. be consistent with current research pertaining to how children learn;
19. be consistent with current scholarship in the disciplines;
20. incorporate thinking skills and interpersonal skills at all levels;
21. stress the identification, understanding, and solution of local, national, and global problems;
22. provide many opportunities for students to learn and practice the basic skills of participation from observation to advocacy;
23. promote the transfer of knowledge and skills to life; and
24. have the potential to challenge and excite students.

A curriculum committee should revisit these ideas on a regular basis, preferably several times each year. This reinforces the idea that a curriculum is not a stagnant document, but rather a fluid document that is constantly revisited. Professional learning communities can provide opportunities for these discussions to take place.

What are the different ways to approach implementing Grade Level Foundations?

Grade level foundations have some of the key components to begin the curricular discussions. Once a vision, purpose and key principles are established, teachers can use this document to develop a clear, connected, and coherent scope and sequence. There are various ways to approach this work.

Begin from scratch:

Teachers can use grade level foundations to determine key principles and frame their work. They can use the literacies, key concepts, questions and skills to determine what should be taught at each grade level. Once this is organized they can choose the content they would like to use at each grade level to help students work through the standards, concepts, questions and skills.

There are themes for each grade in the foundations materials. These themes are not meant to determine what content is taught at each grade. That is a local decision. For instance, ancient civilizations is a middle school theme. This does not mean that districts must teach ancient civilizations at a particular grade. They can, but they can also think outside the box. They can choose to focus on “systems that make a society work” and incorporate different pieces of each of the four middle school components. This is stimulating part of the creation of a local scope and sequence. It leads to very rich discussion among teachers. This is also a good time to think about bringing in content experts from outside the district.

Work with what currently exists:

Curriculum committees can use the foundations documents to do a gap analysis based on what they are already doing. Teachers should revisit the mission and purpose, and then begin to list what they already teach. They can then go through the literacies, concepts, questions and skills identified on page ____ to determine what is already happening and what is missing. They can then discuss how to fill the gaps that exist. Teachers need to be open in these discussions, be willing to let go of some things they have been teaching. This foundations document can frame all curricular discussions and decisions. They need to ask how the current program is increasing students’ civic, global, and economic literacies?

How do we make cross curricular connections?

While developing a scope and sequence using the foundations work, teachers can also try to make cross curricular connections. This can be done in a variety of ways. Educators other curricular areas can help them see the connections while they are working through the scope and sequence. Wisconsin’s Model Academic Standards of other curricular areas can help identify natural connections. The skill chart also identifies natural connections to many of *Wisconsin’s Model Academic Standards for English Language Arts*, *Wisconsin’s Model Academic Standards for Information and Technology* and others. Once the scope and sequence is developed, create cross curricular teams to discuss how they can all work together to ensure students are becoming civically, economically, and globally literate.

Kindergarten			
Citizenship Big Idea - Citizens Work Together			
What is citizenship?	What are the Rights and Responsibilities of Citizenship?	How are we citizens of the world?	
Global	Civic	Economic	
Focusing Questions:			
What is a community? (A.4.8, E.4.5)	How and why do we work together to find solutions? (E.4.15)	How and why do we share rights and responsibilities in our classroom, family, and community? (A.4.7, C.4.1, D.4.7)	
How are we members of the world community? (A.4.7, E.4.2, E.4.3, E.4.5, E.4.9)	Why do I have rights and responsibilities in my family and classroom? (C.4.1)		
Ideas for Content			
• communities are made up of unique individuals	• appropriately express beliefs and feelings	• individuals have different strengths and weaknesses	
• all members of a family, group, and society have rights and responsibilities	• fair and unfair rules	• working together is helpful and useful	
• children grow up in all parts of the world with similar and different experiences	• importance of fair rules, turn taking, and sharing	• how is what we want related to responsibility	
	• group work and cooperation		
	• choices and consequences of choices		

People Big Idea- Self			
Who am I?	How is who I am shaped by where I live?	How does history shape who I am?	
Global	Civic	Economic	
Focusing Questions:			
How are you special? (E.4.2)	What are my rights and responsibilities? (C.4.1, C.4.2)	How do I contribute to my family, school, community? (C.4.1)	
How am I the same and different from children around the world? (E.4.9)	What is the past, present, and future? (B.4.4)	Why do I have jobs/chores? (D.4.6, D.4.2)	
How are children today the same and different than those in the past? (B.4.4)	How does my past and present affect my future? (B.4.4)	What do I need to live? (D.4.7)	
Ideas for Content			
• personal likes and dislikes	• care of personal belongings and respect those of others	• home and school jobs/chores	
• similarities and differences among people	• consequences of choices	• pros and cons of working together to accomplish a task	
• experiences of children near and far	• past, present, and future	• chores have changed over time	
• stories, rhymes, or music from different cultures	• personal past, present, and future	• people have responsibilities to the groups they belong to: family, school, social groups	
• people, objects, and events from long ago and now	• expression of personal feelings and beliefs	• basic human needs	
	• identify people that help you at school		
	• rights and responsibilities of home and school members		
	• empathy and multiple perspectives		
	• capabilities and limitations of individuals		

Places Big Idea- My place in the world (school)			
What is your place in the world?	What makes a place special?	How do places change?	
Global	Civic	Economic	
Focusing Questions:			
How do people get from place to place? (A.4.2)	How do my rights and responsibilities at school impact myself and others? (C.4.1, C.4.3)	Why is learning important? (E.4.1)	
How is my school special? (E.4.5)	How do people cooperate in a classroom to learn? (B.4.9, C.4.3)		
How are schools the same and different around the world? (A.4.7, E.4.13)			
Ideas for Content			
• modes of transportation	• role of individual as a member of the class	• school as a place for learning	
• similarities and differences of places	• value of positive interactions	• sharing responsibilities benefits the individual and the group	
• significance of school name	• different behaviors are expected in different places	• learning impacts individuals	
• places change over time	• name, address and phone number	• individual behaviors impact learning	
• familiar places in the home, classroom, and school settings	• events occur at school in the present, past, and future (yesterday, today, and tomorrow)	• investing time in learning prepares for future success	
• similarities and differences among schools throughout the world.		• time management is important to maximize learning	

Resources Big Idea- Basic Wants & Needs			
What makes up my environment?	How does where you live affect how you live?	How does what I do affect my environment?	
Global	Civic	Economic	
Focusing Questions:			
How do people get from place to place? (A.4.2)	How do my rights and responsibilities at school impact myself and others? (C.4.1, C.4.3)	Why is learning important? (E.4.1)	
How is my school special? (E.4.5)	How do people cooperate in a classroom to learn? (B.4.9, C.4.3)		
How are schools the same and different around the world? (A.4.7, E.4.13)			
Ideas for Content			
• modes of transportation	• role of individual as a member of the class	• school as a place for learning	
• similarities and differences of places	• value of positive interactions	• sharing responsibilities benefits the individual and the group	
• significance of school name	• different behaviors are expected in different places	• learning impacts individuals	
• places change over time	• name, address and phone number	• individual behaviors impact learning	
• familiar places in the home, classroom, and school settings	• events occur at school in the present, past, and future (yesterday, today, and tomorrow)	• investing time in learning prepares for future success	
• similarities and differences among schools throughout the world.		• time management is important to maximize learning	

First Grade			
Citizenship			
Big Idea- Citizens have rights and responsibilities			
What is citizenship?	What are the Rights and Responsibilities of Citizenship?	How are we citizens of the world?	
Global	Civic	Economic	
Focusing Questions:			
What are the rights and responsibilities of being a citizen of the world? (C.4.3)	What are the rights and responsibilities of a U.S. citizen? (C.4.1, C.4.2)	How do people decide what to do with their money? (D.4.2, D.4.7)	
What is a good citizen? (C.4.1)	Why do I have rights and responsibilities in my family and classroom? (C.4.1)		
Ideas for Content			
• people form groups for various reasons	• pledge of allegiance defined:	• money can be shared, saved or spent	
• cooperation and tolerance are beneficial	• allegiance (loyalty), republic (government), nation (country), indivisible (whole), liberty (freedom), justice (fairness)	• people spend money on goods and services	
• interdependence among various settings (world, community, family, classroom)	• United States symbols	• people can donate money and volunteer their time to help others	
• individuals may have different points of view on the same issue	• current U.S. president, by name, as the leader of our nation	• people prioritize the use of their money (choose to buy something now vs. something later – opportunity cost)	
• good citizens follow rules and laws	• Presidents Washington and Lincoln made important contributions to the country		
	• individuals have rights as United States citizens		
	• rights of U.S. citizens are similar and different from those of citizens in other countries in the world		
	• forms of civic responsibility (voting, obeying laws and rules, freedom of speech, awareness of current events)		

People Big Idea- Family			
Who am I?	How is who I am shaped by where I live?	How does history shape who I am?	
Global	Civic	Economic	
Focusing Questions:			
How are families alike and different here and around the world? (E.4.2)	What are the individual rights and responsibilities of family members? (C.4.3)	How do families meet their basic needs? (D.4.2, D.4.7, E.4.3)	
How do families change over time? (B.4.4, E4.3)	What are the families rights and responsibilities within the community (C.4.3, E.4.5)	Why do families make different choices in how to spend their money? (D.4.7)	
How are families today the same and different than those in the past? (B.4.4, E.4.3)		How do family members work and play together?(E.4.3, E.4.4)	
What customs and traditions do families have? (E.4.8, E.4.11)			
Ideas for Content			
• a variety of family structures exist	• shared and individual responsibilities	• impact of jobs and careers on family income	
• family as the basic social unit	• family responsibilities within the community	• families prioritize income	
• families change over time	• individuals, families, and groups work together to meet the needs of others (for example, volunteering, participation in disaster relief efforts, donations of time, money, and products)	• consequences of economic choices	
• family life today and long ago		• families use leisure time for independent and family oriented activities in different ways	
• groups of people have different cultural traits, language, customs, values, and beliefs		• relationship between family economics and leisure time activities	
• historical and cultural significance of holidays		• many leisure and work activities change over time and may be related to culture	

Places Big Idea- Home			
What is your place in the world?	What makes a place special?	How do places change?	
Global	Civic	Economic	
Focusing Questions:			
What makes a place a home? (E.4.4)	What are my rights and responsibilities at home? (C.4.1, C.4.3)	Why do I have jobs/chores at home? (D.4.2, D.4.6)	
How are homes the same and different around the world? (E.4.4)	Where is my place in the world? (E.4.2)	What do I need to live? (D.4.2, D.4.7)	
How can I describe where I live? (E.4.5)		How does where I live affect how I live? (D.4.3)	
How do homes change over time? (B.4.4)			
Ideas for Content			
• people need shelter	• rules ensure happiness, good health, and safety	• family members work together	
• people live in different places throughout the world	• everyone has responsibilities to make a place a home	• basic needs	
• resources, environment, and climate influence the structure of the home	• responsibilities/jobs vary by culture, location, and time	• needs and wants are different	
• homes may be shared with family members	• city, state, and country where you live	• goods and services are available for use in your home	
• your home is special		• home life long ago versus today	
• exact location of places		• home life changes based on location, culture, values, and beliefs	
• street maps are used to locate places			
• maps can be created to represent locations (rooms, home, and school)			
• maps and globes are used to locate land masses and bodies of water			

Resources Big Idea- Environment			
What makes up my environment?	How does where you live affect how you live?	How does what I do affect my environment?	
Global	Civic	Economic	
Focusing Questions:			
How do seasonal and weather changes affect how people live?	How do the choices I make affect my environment?	What are goods and services?	
Why is pollution prevention important?	How do people cooperate to meet their common responsibility of protecting it?	How are people producers and consumers of goods and services?	
How is my environment the same/different from environments around the world?		How do individuals, families, and organizations decide how to spend their money?	
		How does the environment in my community determine what we produce?	
		How does recycling affect my environment?	
Ideas for Content			
• climate/environment influence the type of dwelling	Environment	Resources	
• people prepare for and protect themselves from seasonal and weather changes	• human impact on the environment	• goods and services	
• effects of water and air pollution on the environment	• community groups and individuals work to protect the environment	• resources are changed into goods	
• resources available in your community versus resources available in other communities.	• personal choices can impact the environment	• producers and consumers	
		• specific land and water features of the community	
		• some resources are changed into goods	
		• components of maps and globes	
		• geographic and political boundaries	
		• importance of recycling	

SECOND GRADE

Citizenship Big Idea- Citizens Contribute and Participate in the Community

What is citizenship? What are the Rights and Responsibilities of Citizenship? How are we citizens of the world?

Global	Civic	Economic
Focusing Questions:		
What are the freedoms and responsibilities of citizens? (B.4.5, B.4.6)	How can you help solve problems in your community? (B.4.9, C4.5)	How do people contribute financially to their communities? (D.4.7)
How are we interdependent with communities around the world? (A.4.7, E.4.14)	How do governing bodies affect our lives? (C4.4, E.4.6)	How are public and private properties used differently in the community? (D.4.5)
	Why is participating in the community important to citizenship? (C.4.5)	
	How do rules and laws help people resolve conflicts? (C.4.3)	
Ideas for Content		
• symbols convey meaning	• activism: file petitions, talk with leaders of government	• citizens pay taxes to support the government and community
• international landmarks, symbols, and holidays	• diversity of communities and populations	• individuals may invest in or start their own business
• contributions of individuals	• citizens work together to resolve problems in a community	• when people establish businesses the community is impacted
• citizens celebrate different holidays	• laws of yesterday and today	• some property belongs to individuals and other property is managed by the government for the benefit of all citizens
• freedoms and constraints of citizens	• primary source documents, including the U.S. Constitution	
• people may use their freedoms to make a difference	• good citizens respect and follow laws	
• people hold different opinions	• decisions of governing bodies within the community impact community members	
• individuals and groups who have worked for freedoms	• citizens participate in government	
• responsible use of shared resources	• individuals have the right to vote (one person, one vote)	
• decisions we make have effects near and far		

Anything this side of line is over

People Big Idea- Groups			
Who am I?	How is who I am shaped by where I live?	How does history shape who I am?	
Global	Civic	Economic	
Focusing Questions:			
Who makes up a community or group? (A.4.7)	How do groups interact? (E.4.6, E.4.15)	How do individuals, groups, and resources help meet basic needs of the group? (D.4.2, D.4.3, D.4.7, E.4.13)	
How do groups and communities change? (A.4.8)	What rights and responsibilities do groups have? (C.4.1, C.4.2)		
Ideas for Content			
• people form groups based on similar and complementary wants, needs, interests, talents, and skills	• cooperation, conflict, and interdependence among individuals and groups.	• groups and communities have human resources	
• communities and groups have common characteristics despite physical and cultural differences	• usefulness of sharing opinions	• many people work to supply our daily needs	
• culture and traditions of families and groups within a community	• usefulness of rules and order	• all citizens are capable of making contributions	
• people and groups adapt to and change their environment to meet their needs	• ordinary and extraordinary individuals make a difference in people lives	• city government is made up of people (police chief and mayor) and services (parks and library)	
• change is constant	• people can use their freedoms to make a difference	• people depend on resources	
• management and use of available resources affect the people of an area	• U.S. Citizens have rights under our government (freedom of speech, freedom of religion, right to have personal belongings, etc.)	• taxes support community services	
	• rights of individuals and groups are protected		

Places Big Idea- Local Communities			
What is your place in the world?	What makes a place special?	How do places change?	
Global	Civic	Economic	
Focusing Questions:			
What shapes our world?	How are communities the same and different?	How do the land and climate affect people's lives?	
How do you define a community?	What cultural characteristics can describe a community?	How and why do communities interact?	
Ideas for Content			
• continents and oceans of the world	• cultures and traditions of families and groups within the community	• land and climate affect work and recreation	
• your continent, country, state, and city	• people of varying cultures can work together within a community	• seasonal changes can affect the land and its use	
• geographic features, landforms, and waterways in your area	• people can have differing viewpoints on the same issue	• differences between weather and climate	
• communities are groups of people defined by common characteristics		• communities share natural and human resources, ideas, and public services	
• people live in communities around the world			
• urban, suburban and rural communities			
• cultural groups can define a community			

Resources Big Idea- Goods and services			
What makes up my environment?	How does where you live affect how you live?	How does what I do affect my environment?	
Global	Civic	Economic	
Focusing Questions:			
	How are goods and services determined by the needs and resources of a community?	How do people get what they need?	
What role does cooperation play in the transportation/sharing of goods and services?	What is our responsibility as individuals and communities to provide goods and services for all people?	How does where I live determine what people in my community buy and sell?	
What role does technology play in the world marketplace today?	What external and internal factors influence our consumption of goods and services?	What are goods and services?	
		What careers, goods and services are available because of the natural resources and landforms in our area?	
		What is opportunity cost?	
Ideas for Content			
• goods and services are shared	• goods and services are needed in the community	• people produce goods and provide services	
• methods of transportation used to move goods and services today and in the past	• availability of goods and services varies	• resources of your community are used to produce goods	
• local and global communities depend on each other economically, including the sharing of information and ideas	• communities utilize resources	• process of converting raw materials into a product	
• importance of international trade today and in the past	• distribution of goods and services	• the natural resources may determine the jobs and careers in your area	
	• influences on economic choices (advertising, peer pressure, family background, personal values, cost-benefit analysis)	• technology is used to manufacture goods and to manage and share information	
		• opportunity cost	

Third Grade

Citizenship Big Idea- Citizens belong to many groups

What is citizenship? What are the Rights and Responsibilities of Citizenship? How are we citizens of the world?

Global	Civic	Economic
Focusing Questions:		
<i>Why do individuals develop different points of view? (B.4.3, E.4.7)</i>	<i>Why is government important? (C.4.4)</i>	<i>What decisions do individuals make regarding personal finances? (D.4.7)</i>
<i>Why do communities establish governments? (C.4.4)</i>	<i>How is government organized? (C.4.4)</i>	<i>How does a government decide how to allocate its resources? (D.4.2, D4.6)</i>
<i>How does the U.S. Government interact with other countries? (C.4.4)</i>	<i>What are the rights and responsibilities of citizens? (C.4.1, C4.2)</i>	
<i>How are governments organized? (C.4.4)</i>		
Ideas for Content		
• individuals have different points of view because of their available knowledge, personal experiences, cultural background, and interpretation of issues	• three branches of government: executive, legislative, and judicial	• individuals can decide how much of their money to spend, save, invest and donate
• responsibilities of government differ at the local, state, national, and international level	• roles and responsibilities of branches of government	• taxes are paid to the local and state governments by the citizens
• countries work to support each other during times of disaster	• the levels of government (local, state, national)	
	• leaders of each branch	
	• responsibilities of elected and appointed officials: President, Congress, and Supreme Court Judges	
	• governments and laws help citizens resolve conflicts	
	• citizens have the right and responsibility to be informed about issues and exercise their right to vote	
	• local government leaders work to deal with the unique needs of their community	

Anything this side of line is overset

People Big Idea- Cultures			
Who am I?	How is who I am shaped by where I live?	How does history shape who I am?	
Global	Civic	Economic	
Focusing Questions:			
What gives communities their identity? (E.4.2, E.4.4)	How do people resolve conflict? (E.4.15)	How do people work together to make a product? (D.4.4)	
Where have people in your community come from and why? (A.4.4, A.4.7)	Why is learning about the past important? (B.4.7)	How do people make economic choices? (D.4.7)	
Why do communities form? (A.4.4)	Who are the leaders and achievers in your community, state, or nation? (B.4.3, B.4.12)	How have people or inventions changed our country? (B.4.8)	
How do groups of people start a community? (A.4.4)			
Ideas for Content			
• culture: language, religion, food, clothing, art, music, literature, etc.	• people attempt to resolve conflicts	• people have different specialized skills and jobs (assembly line, boss vs. employee)	
• people move from one community from another and one country to another	• knowing a person’s history helps them understand themselves better (ancestor study, create a personal timeline, create a timeline of changes in your community)	• contributions of each individual job are valuable to society	
• people from many cultures may live together in one country, community, and neighborhood	• life changes and/or stays the same regardless of time and place	• manufacturing process: raw material to distribution and consumption	
• people from diverse cultures may share a common history	• individuals share inventions and ideas	• people earn wages for work	
• pushes and pulls of immigration to the United States and to your community	• current and historical events	• consumers make economic choices	
• tall tales, stories, and cultural heroes		• supply, demand and scarcity	
• where, when, and why community settlements form		• bartering vs. using money to buy goods and services	
		• opportunity cost (personal financial decisions)	
		• international trade both today and in the past	
		• inventions and innovators that impacted daily life	

While this side of line is over

of this site
line is over

Places Big Ideas- People and Choices Global Communities and Cultures			
What is your place in the world?		What makes a place special?	How do places change?
Global	Civic		Economic
Focusing Questions:			
What makes the place you live special? (A.4.4)	How do people prepare for change? (E.4.7)	Why do communities start where they do? (A.4.5, A.4.7)	
How do we choose where we live and work? (A.4.4)	How can you learn about the history of your community? (B.4.7)	What do people add to a place? (A.4.4)	
	How do people responsibly use and manage land resources? (A.4.4, A.4.8)		
Ideas for Content			
• geographic features, landforms, and waterways	• changes are planned and unplanned	• trade centers are established for buying and selling and goods	
• communities change over time	• learn about your community in a variety of ways:	• commercial activity occurs at or near ports	
• maps are rewritten to reflect change	• primary and secondary sources	• transportation impacts community growth and development	
• slow steady change and rapid change affect communities	• libraries, museums, and historical sites	• interdependence of people causes communities to grow	
• communities change for a variety of reasons	• stories, folklore, and legends	• infrastructure needs to expand as communities grow and change (streetcars, trolley, horse and carriage, etc)	
• your hemisphere, continent, country, state, and city	• oral histories	• people have interacted with their environments by building communities where routes intersect (crossroads, crossing points, bodies of water)	
• communities are built near resources	• leaders and achievers help communities solve problems and make places special		
• geographic features of a place make people want to build communities there (protection, farmland, etc.)	• people choose how to manage their land resources		
	• choices have environmental impacts		
• communities need water for trade, transportation, and survival	• choices impact the future of the community		

Resources Big Idea– Natural Resources			
What makes up my environment?	How does where you live affect how you live?	How does what I do affect my environment?	
Global	Civic	Economic	
Focusing Questions:			
Why are natural resources important?	How have innovations and individuals impacted production?	What jobs and careers are available because of natural resources and landforms in your area?	
Why are natural resources specific to a geographic location?	How does the use and management of available natural resources affect people in their area?	How does the use and management of a resource impact the economic development of a community?	
How do people interact with their physical environment?	How are institutions, groups, and individuals responsible for preserving and maintaining natural resources for future use?	How do natural resources and landforms affect the jobs, careers and businesses in your area?	
How has the physical environment changed over time?			
Ideas for Content			
• specific natural resources and their usefulness	• individual contributions and innovations specific to your area	• some job opportunities are related to the natural resources and landforms in area	
• how communities use their natural resources	• how communities have chosen to use their natural resources and the consequences of their decisions	• jobs related to natural resources have changed over time and may change in the future	
• some resources are renewable while others are not	• human impact on natural resources	• economic factors influence consumption of natural resources	
• geographic features of an area determine which natural resources are found there	• some laws and regulations protect the environment		
• natural resources drew people to settle in specific areas	• management choices of individuals, businesses and government can preserve or deplete natural resources		
• human made and natural resources	• community groups and individuals work together to protect natural resources		
	• local, state, and national governments spend money to protect and maintain natural resources		

Fourth Grade

Citizenship Big Idea- Citizens participate in Government

What is citizenship? What are the Rights and Responsibilities of Citizenship? How are we citizens of the world?

Global	Civic	Economic
Focusing Questions:		
<i>How are governments around the world organized differently?</i> (C.4.4)	<i>How is state government organized?</i> (C.4.5, C.4.6)	<i>How are states economically interdependent?</i> (D.4.6)
<i>How does the U.S. government interact with other countries?</i> (C.4.4)	<i>How do the three levels of government interact?</i> (C.4.4)	<i>How do individuals impact the economy?</i> (D.4.6)
	<i>How can people participate in government?</i> (C.4.4)	<i>What is opportunity cost?</i> (D.4.2)
	<i>How are rights and responsibilities practiced?</i> (C.4.5, C4.6)	
Ideas for Content		
• leadership is obtained through many forms government: dictatorship, republic, representative democracy, aristocracy (king/queen)	• three levels of government: local, state, federal	• economics is the production, distribution, and consumption of wealth
• power can be used and abused	• government has three branches: judicial, legislative and executive	• local goods and services as part of the global economy in Wisconsin
• countries work to support each other during times of disaster	• each branch is run by different people and has specific responsibilities	• imports and exports between regions
• immigration and emigration	• three branches of government provides a system of checks and balances	• states allocate limited resources
	• function of representative democracy	• states engage in commerce and trade
	• majority rules/minority rights	• states share human and natural resources that can have economic and environmental impacts
	• historical relevance of the Declaration of Independence and the Bill of Rights	• individuals can contribute to people in need near and far
	• impact of U.S. treaties and compacts on Wisconsin Tribes, Tribal Sovereignty	• businesses depend on workers with specialized skills
		• migratory work force can impact local economies
		• opportunity cost

<div> <div>People</div> <div>Big Idea- Diversity of States and Regions</div> </div>			
Who am I?	How is who I am shaped by where I live?	How does history shape who I am?	
Global	Civic	Economic	
Focusing Questions:			
How does the state and region I live in affect who I am? (A.4.4)	Why is it important to analyze solutions to social problems? (C.4.6)	How have industry & resources affected development of the state and region? (A.4.9, D.4.6)	
What cultures and groups live within states and regions? (A.4.5)	Why is there value in understanding our past? (B.4.4, B.4.5)		
How does population density affect the people and resources of a region? (A.4.6)	How do people view the world? (E.4.9)		
Ideas for Content			
• immigrant impact cities and states	• important historical events can be examined through primary source documents; such as biographies, letters, photographs	• impact of industrial development on resources in urban and rural areas	
• population density	• discrimination	• businesses, jobs, and resources vary by region and change over time	
• customs and traditions may be passed on from one generation to the next	• people of the past and present have experienced discrimination	• businesses, jobs, and resources vary by region and change over time	
• examination of the past through primary and secondary sources	• people can hold different viewpoints on the same issue	• pushes and pulls that have affected the movement of people throughout the state and country	
	• implications of making and breaking tribal treaties		
	• important events and famous people in Wisconsin and U.S. history		

<div>Places</div> <div>Big Idea - Regions</div>			
Global	What is your place in the world?	Civic	Economic
Focusing Questions:			
<i>What defines a region?</i>	<i>How do people in regions work together to solve problems?</i>	<i>How do landforms and resources impact or shape a geographic location?</i>	
<i>How do we define where we live and work?</i>	<i>How have changes in communication and transportation impacted the awareness and knowledge of our world?</i>	<i>How do economic factors affect the settlement of the land?</i>	
	<i>How do individual contributions and innovations impact a region?</i>		
Ideas for Content			
• geographic features, landforms, and waterways	• social problems can be solved when people work together	• regional resources affect land use, population, and trade	
• geography can define a region	• methods of communication change over time	• natural barriers (mountains, waterways, deserts) affected when and how places were settled	
• natural and human made boundaries determine borders	• knowledge of people and ideas expanded with increased communication and travel	• environmental (famine, drought, flood, infestations) and economic (unemployment, resource depletion, war) factors cause people to move from place to place	
• your hemisphere, continent, country, region, state, county and city	• innovations and individual contributions have impacted places (explorers, inventors, political activists, etc.)		

Resources Big Idea- Regional Resources			
What makes up my environment?	How does where you live affect how you live?	How does what I do affect my environment?	
Global	Civic	Economic	
Focusing Questions:			
What defines a region?	How and why do regions cooperate and compete?	How do the regional resources determine the goods produced and services provided?)	
How does a region contribute to the global economy?	How does the use and management of available natural resources affect people in their area?	What role does supply and demand play in making economic decisions?	
How does scientific and technological knowledge changed the use of resources?	What skills do people need in a region, and how does this change over time?	What role does the banking industry play in the development of a region?	
Ideas for Content			
• regions can be defined based on resources and how they are used (agricultural, mineral, fuel, land, water, etc.)	• regions are interdependent	• economies may change (ex. from an agricultural economy to an industrial economy)	
• products, businesses, and industry vary by region and may change over time	• government makes decisions about resources that impact the regions growth and development	• geographic features and natural resources of a region impact its development as a trade center	
• regional resources and products that are used on a global scale	• regional resources, businesses, and industries require the development of specific job skills	• growth, development, or decline of a region occurs because of its resources (example growth of port cities and westward expansion)	
	• demand for specific job skills in a region may change (examples: technology replaces people, companies move to new location, resources are depleted)	• benefits of banking to individuals, businesses, and government	
		• resources needed to create and maintain businesses	
		• changes in the economy affect communities, regions, and how people live	

Grades 5–8

Theme: Ancient Civilizations

Fundamental Questions:

- How do individuals, groups, and nations interact with the *global* community?
- How do people develop, influence, and interact with systems of *governance* and exercise *civic* decision-making?
- How do individuals and groups interact with *economic* institutions?

Global Literacy	Civic Literacy	Economic Literacy
Culture Time, continuity, and change People, places, movement, and environment Individuals, group institutions, systems, and interactions Competition and interdependence Conflict and cooperation Contributions	Power, authority, and governance Competition and interdependence Conflict and cooperation Contributions	Competition and interdependence Conflict and cooperation Contributions
Focusing Questions <ul style="list-style-type: none"> • What components of <i>culture</i> are the most important in the development of a civilization? (E8.9) • How have civilizations <i>changed</i>? • How does geography (<i>movement, region, human environment interaction, location, place</i>) affect the development of a civilization? • How do geography affect the way <i>people</i> live and work? • How have <i>groups and institutions</i> worked to meet <i>individual</i> needs and promote the common good? • What happens when cultures <i>compete and interact</i>? • What justifies <i>conflict</i> (war)? • What conditions, actions, and motivations have contributed to <i>cooperation</i> among groups? • What ancient <i>contributions</i> have made greatest impact on world history? 	Focusing Questions <ul style="list-style-type: none"> • How have the roles and responsibilities of the <i>government</i> changed from ancient times to the present? • How are <i>governments</i> created, structured, maintained, and changed? • How is <i>power</i> gained, used, and justified? • How have groups and institutions contributed to social <i>interdependence</i>? • How have different political systems responded to <i>conflict</i> and change? • How have <i>contributions</i> of ancient civilizations impacted governments in the modern world? 	Focusing Questions <ul style="list-style-type: none"> • What economic opportunities and problems arose from <i>competition and interdependence</i> between ancient civilizations? • How have limited resources led to <i>conflicts</i> in ancient cultures? • How have civilizations <i>cooperated</i> to benefit each other? • What <i>contributions</i> from ancient civilizations have had a lasting impact and why?

<p>Critical Content:</p> <p>Geography:</p> <ul style="list-style-type: none">• World in spatial terms (mapping skills)• Places and regions (how the Earth is divided)• Physical systems (physical processes that shaped the Earth's surface)• Human systems (human impact on the Earth)• Environment & society• World religions <p>History:</p> <ul style="list-style-type: none">• Contributions & innovations• Growth and development of civilizations & cultures• Conflict• Immigration and migration• Significant people and events• Alliances (i.e. military & trade)	<p>Political Science:</p> <ul style="list-style-type: none">• Development of law• Purpose of government• Basic principles of democracy• Social values of freedom, democracy, and justice <p>Economics:</p> <ul style="list-style-type: none">• Types of economic systems (i.e. market, command)• Supply and demand• Evolution of money• Interdependence <p>Behavioral Sciences:</p> <ul style="list-style-type: none">• Components of culture (i.e. language, art, music, beliefs, family, religion)• Bias, prejudice, stereotypes and discrimination• Individual rights and responsibilities• Conflict resolution
---	--

Grades 5–8

Theme: Civics

Fundamental Questions:

- How do individuals, groups and nations interact with the *global* community?
- How do people develop, influence and interact with systems of *governance* and exercise *civic* decision-making?
- How do individuals and groups interact with *economic* institutions?

Global Literacy	Civic Literacy	Economic Literacy
How do individuals, groups and nations impact and interact with the global community? Time, continuity, and change Individuals, groups, institutions, systems, and interactions Global connections Competition and interdependence Conflict and cooperation Diversity Contributions Freedom, justice, and equality	Why and how do people establish, influence and interact with systems of governance? Power, authority, and governance Ethics Civic ideals and practices Freedom, justice, and equality Rights and responsibilities	How do the decisions of individual citizens, groups and elected officials influence economic institutions? Production, distribution, and consumption of resources Global connections Contributions
Focusing Questions <ul style="list-style-type: none"> • How are governments created, structured, maintained, and changed globally? • How do citizens (both <i>individually and collectively</i>) influence government policy? • How do <i>groups and institutions</i> work to promote change and continuity for the common good? • Why is it necessary for government institutions around the <i>globe (world)</i> to <i>work together</i>? (links to #12 too) • How do <i>competing</i> interests influence the way power is distributed and exercised? • Describe what happens when national and global interests or beliefs <i>conflict</i>. • How do <i>different</i> political systems accept <i>diversity</i> in religions, beliefs, and cultures? • How does one individual <i>contribute</i> to change? • Why should <i>freedom, justice and equality</i> be global values? 	Focusing Questions <ul style="list-style-type: none"> • How is <i>power</i> gained, used, and justified? • How do the structures and functions of <i>government</i> interrelate? • What are the rights and responsibilities of <i>ethical</i> citizens? • How do <i>personal, civic and global ideals and practices</i> differ? • How do governments <i>balance freedom, justice, and equality</i> with the common good? • How are personal and civic <i>responsibilities and rights</i> different throughout the world? 	Focusing Questions <ul style="list-style-type: none"> • How do economic systems best use <i>resources</i> for the needs of their citizens? • How do values and beliefs influence <i>the production, distribution, and consumption of resources</i> in different societies? • How do political systems affect the decisions related to <i>the production, distribution, consumption of resources</i> (economic decisions)? • How can your personal economic decisions have a <i>global</i> impact? • How do changing technologies <i>contribute to</i> economic success and environmental concerns?

Anything this side of line is over

<p>Critical Content:</p> <p>Geography:</p> <ul style="list-style-type: none">• Cultural ethics• Scientific discoveries & technology• Human environment interaction• Natural Resources• World in spatial terms (i.e. mapping skills) <p>History:</p> <ul style="list-style-type: none">• Declaration of Independence• Constitution & Bill of Rights• Laws and policies (federal, state, local)• Conflict, consensus, compromise• Significant people and events <p>Political Science:</p> <ul style="list-style-type: none">• Purpose of government• Political systems (i.e. Communism, monarchy)• Basic principals of democracy (freedom, justice, equality)• Legislative process• Interest groups	<p>Political Science (Continued):</p> <ul style="list-style-type: none">• Political parties• Federal, state & local government• Powers of government• Civic responsibility• Federalism• Common good <p>Economics:</p> <ul style="list-style-type: none">• US economic development• Economic factors influencing decisions in different political systems• Economic systems (i.e. Command, Market & Mixed) <p>Behavioral Sciences:</p> <ul style="list-style-type: none">• Individuals' prior knowledge, motivation, capabilities, personal interests in response to events• Individual rights and responsibilities• Decision making• Conflict resolution
---	--

Grades 5–8

Theme: US History

Fundamental Questions:

- How do individuals, groups and nations interact with the *global* community?
- How do people develop, influence and interact with systems of *governance* and exercise *civic* decision-making?
- How do individuals and groups interact with *economic* institutions?

Global Literacy	Civic Literacy	Economic Literacy
Time, continuity, and change Individuals, groups, institution systems, and interactions Global connections Conflict and cooperation Diversity Contributions	Power, authority, and governance Ethics Civic ideals and practices Freedom, justice, and equality Rights and responsibilities	Production, distribution, and consumption of re-sources Competition and interdependence Contributions Economics/History
Focusing Questions <ul style="list-style-type: none"> • How can our life experiences be viewed as part of the larger human story? (<i>continuity and change</i>) • Is US history a history or a progress? (<i>continuity & change</i>) • How does the legacy of earlier <i>groups</i> impact the development of the United States? • How do events in <i>one part of the world</i> impact <i>the United States</i>? How do events in <i>parts of the United States</i> impact <i>other parts of the U.S. or the world</i>? • How have <i>alliances</i> helped or hindered the development of the United States? • What causes <i>conflict</i>? • How has <i>diversity</i> contributed to the development of the United States? • How can one individual <i>contribute</i> to change? 	Focusing Questions <ul style="list-style-type: none"> • How does society <i>control</i> individuals? • How are <i>governments</i> created, structured, maintained, and changed? • How do the structures and functions of <i>government</i> interrelate? • When is it <i>ethical</i> for society to limit an individual's freedoms? • What are the roles and <i>responsibilities of a citizen</i> in a democracy (<i>civic ideals and practices</i>)? • How do <i>freedom and equality</i> create a just or unjust society? • How do governments balance <i>the rights</i> of individuals with the common good? 	Focusing Questions <ul style="list-style-type: none"> • What impact has scarcity had on the <i>production, distribution and consumption of resources</i>? • How did the <i>competition</i> for goods and services foster change in the United States? • What historical <i>contributions</i> have made a lasting impact on the US economy?

<p>Critical Content:</p> <p>Geography:</p> <ul style="list-style-type: none">• World in spatial terms (mapping skills)• Places and regions (how the US is divided)• Physical systems (physical processes that shaped the US; climate, resources)• Human systems (human impact on the US)• Environment and society <p>History:</p> <ul style="list-style-type: none">• Foundations of the Constitution and Bill of Rights• Conflicts in the US and World• Technology and innovations• Tribal sovereignty• Immigration and migration• Reform Movements• Significant people and events in the major eras of US history• International organizations (i.e. military alliances and trade associations) <p>Political Science:</p> <ul style="list-style-type: none">• Development of law• American political system• Landmark Supreme Court decisions	<p>Political Science (Continued):</p> <ul style="list-style-type: none">• Basic principles of democracy (freedom, justice and equality)• Legislative process• Federalism• Civic responsibility• Purpose of government• Common Good <p>Economics:</p> <ul style="list-style-type: none">• State and national economy• Union and trade associations• Interdependence• Regional economic systems (i.e. North v. South)• Government regulation of trade• Scarcity• Basic economic principals (i.e. supply & demand, competition, production, capital) <p>Behavioral Science:</p> <ul style="list-style-type: none">• Response to events• Accomplishments• Stereotypes, prejudices, and discrimination• Conflict resolution• American identity and diversity
--	---

Grades 5–8

Theme: Geography and World Cultures

Fundamental Questions:

- How do individuals, groups and nations interact with the *global* community?
- How do people develop, influence and interact with systems of *governance* and exercise *civic* decision-making?
- How do individuals and groups interact with *economic* institutions?

Global Literacy	Civic Literacy	Economic Literacy
Culture Time, continuity, and change People, places, movement, and environment Individual development and identity Individuals, groups, institutions, systems and interactions Global connections Diversity Contributions	Individual development and identity Power, authority, and governance Ethics Diversity	Individuals, groups, institutions, systems, and interactions Production, distributions, and consumption of resources Competition and interdependence Diversity Contributions
Focusing Questions <ul style="list-style-type: none"> • How does geography, climate and natural resources influence <i>culture</i>? • How have people responded and adapted to global <i>changes</i>? • How have <i>people</i> adapted to a changing <i>environment</i>? • How have <i>people</i> altered their <i>environment</i>? • Why do people move? • How do <i>individuals</i> meet basic needs differently based on their environment? • How does <i>where</i> I live influence who I am? • Why do <i>individuals</i> and <i>groups</i> respond differently to their physical and social environments? • What are the consequences of living in a <i>global society</i>? • Why should we respect and appreciate <i>diverse</i> cultures? • How do cultural <i>contributions</i> define us as humans? 	Focusing Questions <ul style="list-style-type: none"> • How does a culture's <i>government</i> effect an <i>individual's rights and identity</i>? • How do <i>personal and civic responsibilities</i> differ among various <i>cultures</i>? • How does <i>geography</i> affect the <i>governmental structure of a society</i>? • How can <i>majority</i> rule protect <i>minority</i> rights? • How can world governments cooperate to make <i>ethical</i> decisions related to our global environment? • How have cultures dealt with <i>diversity</i>? 	Focusing Questions <ul style="list-style-type: none"> • What makes an effective economic <i>system</i>? • How do values and beliefs influence the economic decisions of <i>individuals, groups, institutions, and systems</i>? • How do geography, climate, and <i>natural resources</i> affect <i>production, distribution and consumption</i>? • How do domestic and global economic systems balance <i>competition and interdependence</i>? • What role do markets (including global, national, state, and local play in the <i>distribution and exchange</i> of goods and services? • What is the importance of having a <i>diversified</i> economy? • How do natural resources <i>contribute</i> to the economic wealth of a nation?
Anything this side of line is overset		

<p>Critical Content:</p> <p>Geography:</p> <ul style="list-style-type: none">• World in spatial terms (mapping skills)• Places and regions (how the Earth is divided)• Physical systems (physical processes that shaped the Earth's surface)• Human systems (human impact on the Earth)• Environment & society• Uses of Geography to make sense of the world <p>History:</p> <ul style="list-style-type: none">• Population growth• Treaties, alliances, international organizations• Historical development of national boundaries• World conflict• Immigration and migration• Significant events and people• Innovation and technological advances <p>Political Science:</p> <ul style="list-style-type: none">• Political systems• Laws and policies• International organizations (i.e. military alliances and trade associations)	<p>Economics:</p> <ul style="list-style-type: none">• Types of economies• Trade agreements• Global markets• Concentration, acquisition and distribution of natural resources• Basic economic concepts (i.e. supply and demand, production, exchange, consumption, capital) (D.8.2)• Wisconsin's role in national and global economies <p>Behavioral Science:</p> <ul style="list-style-type: none">• Ethnicity• Prejudice, bias, and discrimination• Cultural unity and diversity• Components of culture (i.e. language, art, music, beliefs, religion)• Family, gender, socioeconomic status• Individuals' prior knowledge, motivation, capabilities, personal interests in response to events• Conflict resolution
--	---

Grades 9–12

Theme: Behavioral Sciences

Fundamental Questions:

- How do individuals, groups and nations interact with the *global* community?
- How do people develop, influence and interact with systems of *governance* and exercise *civic* decision-making?
- How do individuals and groups interact with *economic* institutions?

Global Literacy	Civic Literacy	Economic Literacy
Essential Questions <ul style="list-style-type: none">• How does the brain structure and function influence your understanding of the world around you? Individual development and identity (E12.1)• What are the factors that contribute to individual identity? Individual development and identity (E12.5)• What are the influences of social institutions on the individual in societies? Individuals, groups, institutions, systems and interactions• What makes a culture unique? Culture• How do people maintain cultural identity? Culture• What factors influence a person's mental health? Individual development and identity• How do various belief systems shape perspectives on self, nation and the world? Culture, Individual development and identity, Individuals, groups, institutions, systems and interactions	Essential Questions <ul style="list-style-type: none">• How do cultures define individual rights and responsibilities? Individuals, groups, institutions, systems and interactions, rights and responsibilities• How does the media influence people's behavior and decisions? Individuals, groups, institutions, systems and interactions• How do ethics influence individuals and society? Ethics• How do cultures resolve conflicting beliefs and practices? Culture, Individuals, groups, institutions, systems and interactions, Diversity, Freedom, justice and equality, Rights and responsibilities• How do various governmental systems reflect and impact human belief systems? Individuals, groups, institutions, systems and interactions, Power, authority and governance, Freedom, justice and equality, Rights and responsibilities	Essential Questions <ul style="list-style-type: none">• How does social stratification develop and influence individuals and societies? Individuals, groups, institutions, systems and interactions, Diversity• How do economic systems such as capitalism, socialism and communism reflect human belief systems? Individuals, groups, institutions, systems and interactions• What is the impact of economic systems, such as capitalism, socialism, and communism on individuals and groups in society? Individuals, groups, institutions, systems and interactions

*** Bold words are the spiraling concepts within the K-12 curriculum

Overset

*** Bold words are the spiraling concepts within the K-12 curriculum

Grades 9–12			
<div>Theme: Civics</div> <div>Fundamental Questions:</div> <ul style="list-style-type: none">• How do individuals, groups and nations interact with the <i>global</i> community?• How do people develop, influence and interact with systems of <i>governance</i> and exercise <i>civic</i> decision-making?• How do individuals and groups interact with <i>economic</i> institutions?			
Global Literacy	Civic Literacy	Economic Literacy	
<div>Content Focus Questions</div> <ul style="list-style-type: none">• How does the U.S. government compare and contrast with other governments worldwide? Individuals, groups, institutions, systems, and interactions, Power, authority and governance, Global connections• What is the United States’ relationship with other governments and international organizations? Time, continuity and change, Power, authority and governance, Conflict and cooperation, Global connections• How do different political systems define and protect individual human rights? Power, authority and governance, Global connections, Civic ideals and practices, Freedom, justice and equality, Rights and responsibilities	<div>Content Focus Questions</div> <ul style="list-style-type: none">• How has democracy evolved within the United States? Time, continuity and change, Power, authority and governance• How has the U.S. Constitution been interpreted and amended? Time, continuity and change, Power, authority and governance, Civic ideals and practices• What is the value of the separation of powers throughout all levels of government? Power, authority and governance, Civic ideals and practices• What are the duties and responsibilities of a citizen? Power, authority and governance, Rights and responsibilities• How does the U. S. government balance individual civil rights with the public good? Power, authority and governance, Ethics, Rights and responsibilities• How is public policy developed and implemented? Time, continuity and change, Individuals, groups, institutions, systems, and interactions, Power, authority and governance, Civic ideals and practices• How do individuals and groups influence patterns of U.S. government? Time, continuity and change, Individuals, groups, institutions, systems, and interactions, Power, authority and	<div>Content Focus Questions</div> <ul style="list-style-type: none">• How does the U.S. government affect personal economic choices? Individuals, groups, institutions, systems, and interactions, Power, authority and governance, Freedom, justice and equality• What is the relationship between democracy and capitalism? Individuals, groups, institutions, systems, and interactions, Power, authority and governance, Rights and responsibilities• What goods and services should the government provide? Individuals, groups, institutions, systems, and interactions, Power, authority and governance, Ethics• How does the U. S. government achieve its goals of supporting the common good and maintaining a healthy economy? Individuals, groups, institutions, systems, and interactions, Power, authority and governance	

governance, Conflict and cooperation

- What purpose does the law serve in U.S. society? **Individuals, groups, institutions, systems, and interactions, Power, authority and governance, Ethics, Conflict and cooperation, Freedom, justice and equality, Rights and responsibilities**

Overset

Book.indd 39

- How does the U. S. government achieve its goals of supporting the common good and maintaining a healthy economy? **Individuals, groups, institutions, systems, and interactions, Power, authority and governance, Freedom, justice and equality**

- influenced individuals, families, and society in the United States? **Individuals, groups, institutions, systems, and interactions, Power, authority and governance**
- How has efficient or inefficient use of resources affected society? **Production, distribution, consumption, and resources**
 - How does specialization impact economic productivity and growth? **Production, distribution, consumption, and resources, Competition and interdependence**
 - How are economic activities affected by unpredictable events? **Time, continuity and change, Production, distribution, consumption, and resources, Conflict and cooperation**

39

Grades 9–12

Theme: US History

Fundamental Questions:

- How do individuals, groups and nations interact with the *global* community?
- How do people develop, influence and interact with systems of *governance* and exercise *civic* decision-making?
- How do individuals and groups interact with *economic* institutions?

Global Literacy	Civic Literacy	Economic Literacy
<p>Content Focus Questions</p> <ul style="list-style-type: none"> • What is the interaction between the physical environment and United States history and culture? Culture, Time, continuity and change, People, places, movement and environment • What key demographic changes have impacted the United States? Time, continuity and change, People, places, movement and environment, Global connections • How has global conflict / cooperation shaped the course of US history? Time, continuity and change, Global connections, Conflict and cooperation • How has the United States viewed its role in the global community? Time, continuity and change, Global connections, Conflict and cooperation • How have cultural changes influenced institutions in the United States? Culture, Time, continuity and change, Individuals, groups, institutions, systems and interactions 	<p>Content Focus Questions</p> <ul style="list-style-type: none"> • How has the concept of freedom and equality changed in the United States? Individuals, groups, institutions, systems and interactions, Diversity, Freedom, justice and equality • How have ideals been justified throughout various periods in US history? Culture, Time, continuity and change, Civic ideals and practices • How have political movements influenced US history? Time, continuity and change, People, places, movement and environment, Individuals, groups, institutions, systems and interactions • How has internal conflict / cooperation shaped the course of US History? Conflict and cooperation, Diversity • How and why have our interpretations of past events changed over time? Time, continuity and change, Diversity • What are the foundations of democracy in the United States? Time, continuity and change, Power, authority and government, Rights and responsibilities 	<p>Content Focus Questions</p> <ul style="list-style-type: none"> • How has the efficient or inefficient use of resources affected society? Individuals, groups, institutions, systems and interactions, Production, distribution, consumption and resources • How has capitalism influenced institutions and society throughout United States history? Individuals, groups, institutions, systems and interactions, Production, distribution, consumption and resources • How have markets influenced the evolution of United States history? Individuals, groups, institutions, systems and interactions, Production, distribution, consumption and resources, Global connections • What causes economic change and how has it impacted the United States? Time, continuity and change, Production, distribution, consumption and resources, Competition and interdependence • How have advances in science and technology influenced individuals, families, and society in the United States? Individuals, groups, institutions, systems and interactions, Production, distribution, consumption and resources • How have historic events influenced economics? Time, continuity and change, Production, distribution, consumption and resources, Competition and interdependence

*** Bold words are the spiraling concepts within the K-12 curriculum

Anything this side of time is overset

Grades 9-12

Theme: Geography and World Studies

Fundamental Questions:

- How do individuals, groups and nations interact with the *global* community?
- How do people develop, influence and interact with systems of *governance* and exercise *civic* decision-making?
- How do individuals and groups interact with *economic* institutions?

Global Literacy	Civic Literacy	Economic Literacy
<p>Content Focus Questions</p> <ul style="list-style-type: none"> • How have the physical features and processes influenced the human experience? People, places, movement and environment, Production, distribution, consumption and resources, Competition and interdependence, Diversity • How has the physical environment been modified by human activities? Culture, Time, continuity and change, People, places, movement and environment • How have changes in demographics impacted the organization of people, places, and environments on the earth's surface? Culture, People, places, movement and environment • How do cultural universals vary between regions? Culture, People, places, movement and environment, Global connections, Diversity • How have the forces of cooperation and conflict among people influenced the world? Global connections, Conflict and cooperation • How have belief systems aided the formation of social patterns? Culture, Time, continuity and change, Individuals, groups, institutions, systems and interactions • How has civilization changed over time? Culture, Time, continuity and change, Individuals, groups, institutions, systems and interactions 	<p>Content Focus Questions</p> <ul style="list-style-type: none"> • What is the role of individuals, groups and governments in defining and securing universal human rights? Individuals, groups, institutions, systems and interactions, Power, authority and government, Freedom, justice and equality, Rights and Responsibilities • Why did political systems develop and how have they impacted the human experience? Power, authority and government, Civic ideals and practices • How and why have interpretations of past events changed over time? Time, continuity and change, Diversity • How are power and authority obtained and maintained? Power, authority and government, Ethics, Rights and Responsibilities 	<p>Content Focus Questions</p> <ul style="list-style-type: none"> • How has efficient or inefficient use of resources influenced history? Individuals, groups, institutions, systems and interactions, Production, distribution, consumption and resources • How do varying economic systems influence the people of the world? Individuals, groups, institutions, systems and interactions, Production, distribution, consumption and resources, Global connections, Competition and interdependence • How have historic events influenced economics? Time, continuity and change, Production, distribution, consumption and resources, Global connections, Competition and interdependence • How have advances in science and technology influenced institutions? Individuals, groups, institutions, systems and interactions, Production, distribution, consumption and resources • How has global competition/interdependency influenced society? Global connections, Competition and interdependence

- How have civilizations throughout world history dealt with diverse populations? **Conflict and cooperation, Diversity, Rights and Responsibilities**
- How has cultural diffusion caused change over time? **Culture, Time, continuity and change, Global connections**
- How are past events used to predict future trends? **Time, continuity and change, People, places, movement and environment**

*** **Bold words** are the spiraling concepts within the K-12 curriculum

Next Steps

"The only man who is educated is the man who has learned how to learn...how to adapt and change."

Carl Rogers, *Freedom to Learn*, 1969

Building a Scope and Sequence

Once teachers decide what the core purpose of their social studies program is and what concepts and questions are covered within the content they are teaching. Here are the questions to ask when planning developing a scope and sequence as well as individual units of instruction:

1. **What do I want all students to know and do? (Rigor)**
2. **Why? (Relevance)**
3. **What do I need to know and do to get them there?**
4. **How will I get them there? (Teaching strategies)**
5. **How will we know when they learned it? (formative and summative assessment)**
6. **What will we do when they don't learn it OR if they already know it?**

These questions can help guide planning. The key question is "why?" The why is where the literacies can be the connecting factor. If the focus of the unit is federalism the why can be framed by the fundamental question under civic literacy "***Why and how do people establish, influence and interact with systems of governance?***" If the purpose of the unit is ancient civilizations then the central "why" is global literacy and answering the fundamental question "***How do individuals, groups and nations impact and interact with the global community?***". The why is the greater purpose and the literacies can be the greater connecting purpose bringing many disciplines together. For instance, *why study the impact of international trade?* A teacher can argue that international trade is connected to understanding how and why certain products we buy as consumers come from other parts of the world. This connects to an overall purpose of economic literacy but also strongly connects to global literacy and civic literacy. The literacies can be one of the many bigger reasons why to study specific content. It can help students see the relevance of many curricular areas.

INSERT LEARNING SEQUENCE CHART HERE

Using Foundations to Create Assessments

The next step is to decide how a student will “show what they know.” Assessment gives students a chance to “show what they know.” There are a variety of times and reasons to assess. Most should be built into the planning. The foundations materials can be the basis of an effective assessment because they are concept, skill and question based. For instance, a high school social studies teacher may want students to be able to understand the role of a citizen as part of a civics course. A high-level, relevant assessment might be asking the students to write a paper critically examining “How individuals and groups influence patterns of U.S. government?” The structure, content and wording of the foundations materials can help teachers in develop rigorous and relevant assessments.

Pre-assessment is key in determining where a teacher needs to focus their time. Pre-assessments answer the question “what do I do if they already know it or if they don’t know what they need to know to move on?” They can help a teacher define the areas they need to focus on with students. It can be an informative tool to help hone in instruction on the key areas a teacher should focus on. Pre-assessments can be short activities that are structured around what the teacher wants students to know and do. The pre-assessment can be a short multiple choice quiz, online survey, journal entry to a series of questions, or any other quick way of assessing where each student is at. Teachers can work collaboratively to develop common pre assessments using the literacies, concepts and focusing questions. This can help to inform and direct their instruction

All levels of assessment are important in informing instruction and programs. Formative assessments give teachers continual access to how students understand the information. It can help teachers gauge if they should move forward or if they need to spend more time on an area. Interim (summative) assessments can be useful tools for collegial discussions around how key concepts, skills and understandings are being internalized by the students. It gives teachers common data to discuss to see if a social studies program is effective and it can give them continual information on what they need to enhance or expand. Assessment is the key data tool to inform students, parents, teachers, and administrators on how the written and taught curriculum is matching with the students needs. Teachers can use the focusing questions throughout the foundations materials to develop quality formative assessments.

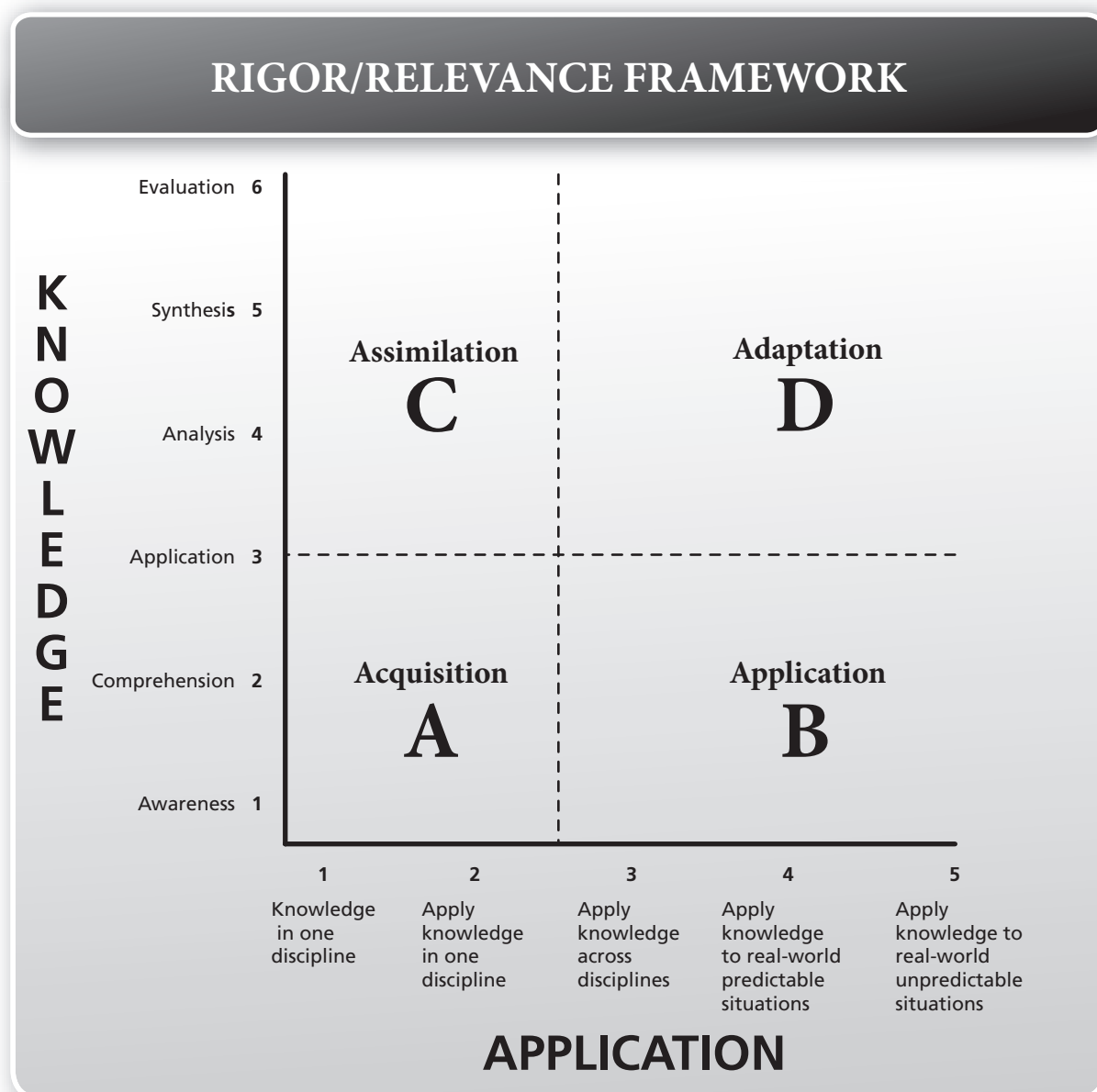
Assessments answer the question, “how will I know they learned it?”. A teacher should assess daily in order to adequately monitor all student progress throughout a unit. These can be as simple as thumbs up or down, tickets to enter or leave, journaling, observations or can be as complex as an essay response to a prompt, simulations or projects. Varying the assessments throughout the year also helps address the different learning style of all students. Teachers can use the skills chart and the focusing questions to develop assessments that help them answer the question “how will I know they learned it?”.

Teachers can use the foundations materials along with the rigor and relevance framework to develop high level assessments. The rigor and relevance framework was developed by Bill Degget. It takes what we know about learning from Bloome and connects it to a level of relevance. The rigor and relevance framework is a tool developed at the International Center for Leadership in Ed-

ucation. 1 The framework uses Bloom’s Taxonomy, and the application model to determine rigor and relevance. First is the knowledge taxonomy, a continuum based on the six levels of Bloom’s Taxonomy. The first level involves acquiring knowledge and being able to recall or locate that knowledge. The higher levels identify the more complex ways in which individuals use knowledge. For example, students who use several pieces of knowledge and combine them in both logical and creative ways are exhibiting a high level of rigor in learning. The second continuum, known as the application model, is one of action. Its five levels describe putting knowledge to use. While the beginning level is about the acquisition of knowledge for its own sake, the more sophisticated end of the continuum signifies use of that knowledge to solve complex real-world problems and to create unique projects, designs, and other works for use in real-world situations.

Knowledge Taxonomy	Application Model
1. Awareness	1. Knowledge in one discipline
2. Comprehension	2. Apply knowledge in discipline
3. Application	3. Apply knowledge across disciplines
4. Analysis	4. Apply knowledge to real-world predictable situations
5. Synthesis	5. Apply knowledge to real-world unpredictable situations
6. Evaluation	6. Authentic assessment demonstrating application to real-world task

Teachers can use the focusing questions to begin to develop quality performance based assessments. For instance, a fourth grade question is “*How do individuals impact the economy?*” Teachers can do a simple pre test to determine what level the students are at when they begin. If students are in quadrant II then the instruction should focus on getting students to quadrant III or IV. Teachers can then use the rigor and relevance framework and skills chart to develop a summative assessment at the end of a unit.



Developing Content Based Professional Development

NCLB requires “Each State receiving Title I, Part A funds must have a plan for ensuring, at a minimum, an increasing percentage of all teachers of core academic subjects who are receiving “high-quality” professional development to enable them to become “highly qualified and effective classroom teachers.” [34 *CFR 200.57(a)(2)(B)*] “The USDOE [also] indicates that this requirement applies broadly to all public school teachers of core academic subjects, even those who are already “highly qualified,” because the NCLB requires teachers of core academic subjects to be both “highly qualified” and “effective.”

Professional Development is essential in ensuring all of our areas of focus move forward and impact as many students as possible. Reflective educators are at the heart of any curriculum work. Professional development needs to be sustained over time and supported with ongoing coaching and mentoring to be successful. It is the key to success for any curriculum initiative.

Content based professional development is key for social studies teachers. In order for teachers to make high level curricular decisions they need to have a deep understanding of the content. This is difficult for social studies teachers because they essentially need to become experts in seven totally different disciplines. This is why professional development for social studies teachers need to be focused on content.

Professional development should be connected to helping teachers unpack the 16 concepts and work through the fundamental and focusing questions. Content specialists from the community or institutes of higher education can be brought in or become part of the learning community. Teachers can also use their professional development time to read books that address a gap in content knowledge and then do book studies with other teachers. They can use the focusing questions as the basis of their professional development. They can also use each section of the skill chart to begin to discuss how each discipline fosters each skill area. For example, how does a historian approach knowledge acquisition versus a political scientist or geographer.

Connecting to Teacher Standards

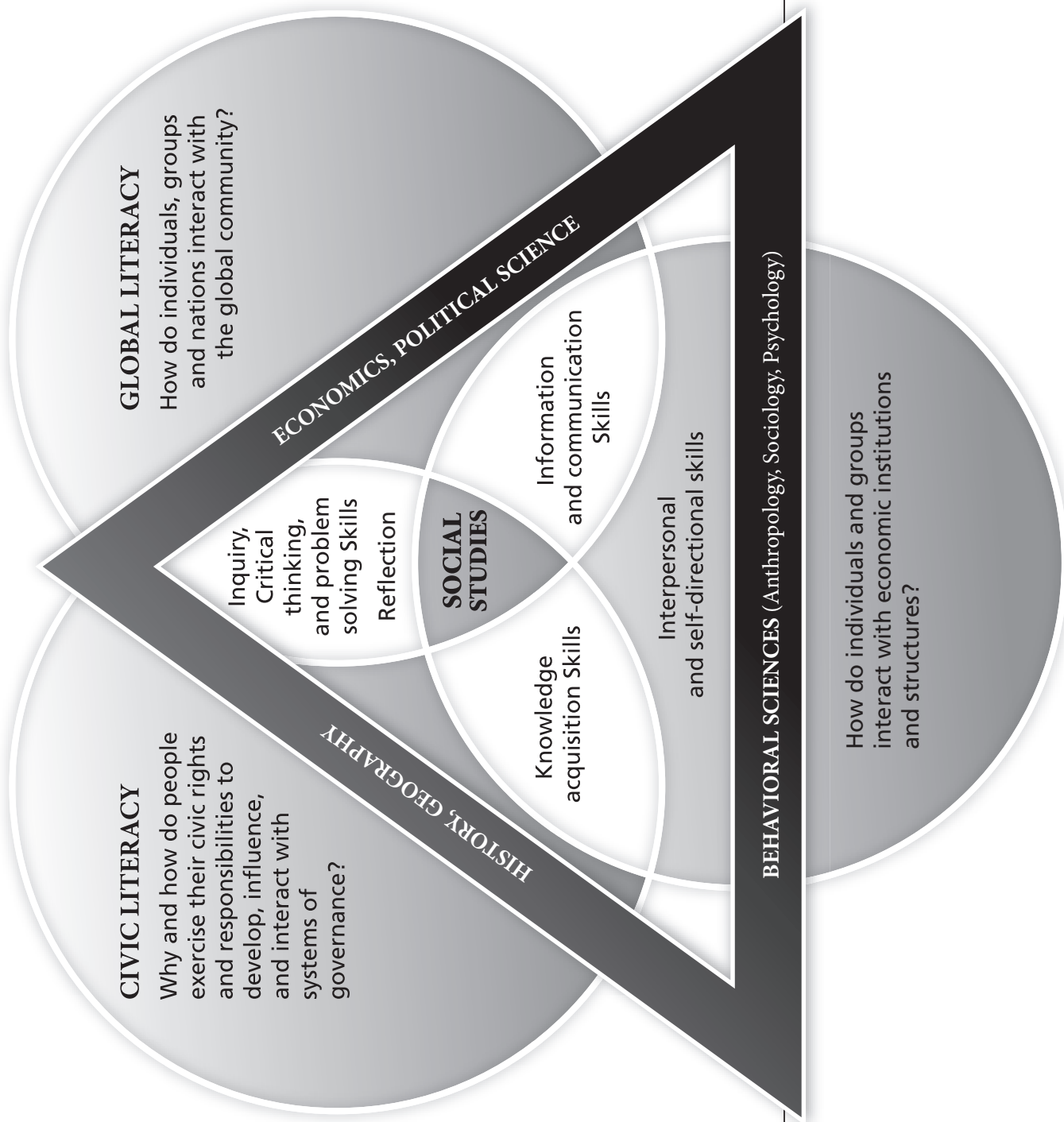
Professional learning should also be connected to PI 34 Professional Development Plans (PDP). Individual teachers could use the foundations materials to do a gap analysis and to determine where they need to develop their own knowledge and skill levels. They can highlight the document showing which areas they feel they need to focus on. This can become part of their PDP and connects directly to Teacher standards #1. They can use the foundations to identify core concepts needed to improve their knowledge in social studies, develop a plan to increase their knowledge and then utilize suggested resources to assist implementation of the PDP for 5-year teaching license renewal. Such resources could include out-of-district staff development opportunities, courses through local or online universities, non-fiction book group discussion, and action research dealing with social studies.

Opening Vertical and Horizontal Conversations:

The encouragement of vertical teaming (between grade levels) and horizontal teaming (between subject areas) is key to the successful implementation of any curriculum. Teachers from each grade level or subject area that teach social studies should meet to determine how the concepts, skills and questions are being taught. It is often difficult for teachers to abandon favorite units or lesson plans, but if they are able to discuss lessons and topics with other teachers of different grade levels and content areas, a decision can be made that will enable students to have the best possible learning experience in social studies.

Glossary





16 Concepts in Wisconsin Social Studies

1. Culture
2. Time continuity and change
3. People places, movement, and environment
4. Individual development and identity
5. Individuals, groups institutions systems and interactions
6. Power authority and governance
7. Production distribution, consumption of resources
8. Ethics
9. Global connections
10. Civic Ideals and practices
11. Competition and interdependence
12. Conflict and cooperation
13. Diversity
14. Contributions
15. Freedom Justice and equality
16. Rights and responsibilities

Indicators

Grade Band PK-4

KNOWLEDGE ACQUISITION SKILLS

- Identify key words; identify appropriate and varied sources; use basic search skills; use table of contents and indices as social studies reference materials
- Locate particular facts in social studies documents and identify the main idea; identify the difference between fact and opinion
- Locate and use data in graphic organizers
- Create a product that demonstrates understanding of information and responds to central questions; present product to a meaningful audience
- Create a world map from memory showing major land and water masses; define geographic terms; construct a map using multiple geographic features

INFORMATION AND COMMUNICATION SKILLS

- Read to acquire information; reflect on meanings; identify sources of information
- In a small and large group share an idea and listen to other share ideas about a common topic
- Use graphic organizers to organize gathered information; Write summary sentences/paragraphs of gathered information
- Use technology and tools to find information; access information from a variety of sources. Organize information obtained from a variety of media. Describe how words, images and sounds in various media are used to convey messages
- Use tables, charts and graphs to gather information and answer questions; create basic charts, tables and graphs using gathered information
- Identify and examine sources from the past such as artifacts, documents, letters, maps, pictures, etc.
- Use various sources to gather and organize historical information

REFLECTION

- List information learned about a topic before a lesson/unit, during and after
- Given multiple ways to solve a problem decide on which strategies would be best and explain why; carry out the selected strategy
- Review information and connect it to something that was learned before
- Create a list of appropriate collaborative behaviors; after working collaboratively list what went well and what did not go well; choose one positive behavior to focus on and practice during a collaborative opportunity

INQUIRY, CRITICAL THINKING, AND PROBLEM SOLVING SKILLS

- Select a social studies topic; ask questions to identify sub-topics
- Identify central issue; formulate appropriate questions
- Distinguish between fact and opinion; clarify point of view; identify main message and target audience
- Compare advantages and disadvantages, suggest solutions, decide appropriate course of action
- Investigate cause and effect relationships and their impact on people, environments, and economic systems
- Group human and natural events into broadly defined eras and place in proper sequence on a timeline
- Assume and portray others' points of view
- List ways humans change and are changed by the environment (i.e.: clothing, housing, pollution, dams, recycling, etc.)
- Compare and contrast past/current cultures to their own culture
- Explain two sides of a political issue that impacts their young lives (i.e.: wearing uniforms, going to school year round, school lunches, etc.)
- Given positions on an issues, choose a side and evaluate the position
- Locate multiple information sources in a library; use quality search engines to locate information on the Internet; use information for another purpose

INTERPERSONAL AND SELF-DIRECTIONAL SKILLS

- Communicate own feelings and beliefs; listen to viewpoints of others on issues
- Identify roles of different members of a group, serve in different roles in a group
- Identify appropriate people to gain needed information, ask relevant questions, record answers
- Set a goal that can be accomplished within a week and write up a plan, using three or more steps, to accomplish the goal; put the plan into action
- Discuss how citizens actions can lead to the "common good" of society; identify and explain individual responsibilities to family, peers and the community; explain how civic action (like voting, running for office, speaking at a meeting) can contribute to society
- For a given topic list information you would like to learn in the future
- Locate and organize information to understand an issue related to their class or school, taking into account viewpoints of different people/groups
- Explain how and why families, schools & other groups make, enforce and change rules; discuss and practice techniques in handling disagreements and bullies

Indicators

Grade Band 5–8

KNOWLEDGE ACQUISITION SKILLS

- Identify key words, develop search strategies; locate appropriate and varied information sources; distinguish between primary and secondary sources
- Recognize relevant facts and ideas in social studies documents; evaluate bias of sources/authors; classify information as fact/opinion. Identify the time, place, audience, purpose, and form of a source. Evaluate different types of historical evidence
- Take notes, paraphrase, summarize, enter data
- Create a product that uses social studies content to support findings; present product in appropriate manner to a meaningful audience
- Use and analyze different types of projections; create mental maps representing relative sizes and shapes of areas; locate major countries, states, landforms and water bodies around the world

INQUIRY, CRITICAL THINKING, AND PROBLEM SOLVING SKILLS

- Formulate an essential question in the social studies
- Identify central issue; formulate appropriate questions; identify multiple perspectives; compare and contrast; validate data using multiple sources; determine relevant information; paraphrase problem
- Distinguish between fact, opinion, and reasoned argument; clarify time, point of view and purpose; recognize stereotypes, clichés, bias, and propaganda techniques; identify message and target audience and documents to determine credibility and authenticity
- Compare advantages and disadvantages; suggest alternate solutions; predict probable consequences, provide evidence to justify best solution
- Analyze and evaluate the impact of ideas, events, and/or people on groups, environments, economic systems, and/or subsequent events
- Group human and natural events into broadly defined eras and construct related timelines
- Reconstruct and express others' points of view highlighting a historic

REFLECTION

- Create a K-W-L (know, want to know and learned) chart to record what you know before a lesson/unit, what you want to know and what you have learned at the end of that lesson/unit.
- Given a problem, create multiple strategies that could be used to solve it; evaluate the possible effectiveness of each; model one strategy and reflect on its effectiveness
- Relate, compare and contrast information learned to something learned before; summarize ideas both verbally and in writing
- After collaborative interaction reflect on behaviors that strengthen collaborative work and behaviors that weaken collaborative work; choose particular behaviors that will allow you to improve and practice those behaviors in collaborative situations

INTERPERSONAL AND SELF-DIRECTIONAL SKILLS

- Articulate a particular perspective/value orientation; demonstrate content knowledge; listen critically and build upon the ideas of others
- Participate in delegating duties, establishing rules, planning, making decisions, taking action in group settings
- Identify appropriate people to gain needed information, ask relevant questions, pose follow-up questions; paraphrase conversations
- Set a short-term, develop a plan of action to accomplish the goal; put the plan into action and evaluate on one's effectiveness at the end of the process
- Explain the role of political parties and interest groups in American

INFORMATION AND COMMUNICATION SKILLS

- Listen respectfully and summarize information into your own words gained from listening
- Accurately interpret texts. Reflect on messages and meanings contained in multicultural literature.
- In small and large groups elaborate and assess others' ideas.
- Summarize results of an investigation or action research, including data analysis and interpretation into paragraph and short essay form; practice multiple note-taking formats
- Analyze the impact of media and technology on everyday life. Evaluate the reliability of various sources of information. Use information, media and technology in an informed and responsible manner. Use a variety of technologies, methods and tools to solve problems and create and present
- Use tables, charts and graphs to interpret, assess and predict/prove information; create table, chart or graph to show gathered information
- Interpret various primary sources; evaluate the credibility of various primary sources
- Use research skills to locate written and electronic sources; evaluate the credibility of those sources; create an accurate bibliography

Reconstruct and express others' points of view, highlighting a historic, geographic, civic, or economic perspective

- Propose causes and effects of human's interactions with the environment; brainstorm solutions to some of the problems
- Ask and answer geographic questions
- Compare/contrast multiple sides of a political issue and explain why each
- Compare/contrast positions on an issue and decide on a position using researched and thought out reasons
- Find many library sources and identify what each can be used for; find Internet sources and evaluate for accuracy, bias and validity; use information for completion of a project

politics; identify how individuals can influence public policy and decision making; analyze the influence of diverse forms of public opinion on decision making

- For a given topic list information to learn in the future and ways one could research that information
- Locate, analyze and organize information about local and national public issues, recognizing and explaining different points of view
- Assess situations, consider other perspective, express ideas assertively, recognize potential conflict and act appropriately

Indicators

Grade Band 9-12

KNOWLEDGE ACQUISITION SKILLS

- Identify key words; use advanced search strategies; independently locate appropriate and varied information sources; evaluate primary/secondary sources
- Evaluate reliability, credibility, and validity of information from a variety of social studies sources
- Produce and interpret outlines, charts, graphs, maps, tables, timelines, and decision-making grids that explain problems and/or construct solutions
- Create a product that uses social studies content to support a thesis and present product in appropriate manner to a meaningful audience
- Create mental maps showing major physical and human features; locate important regions, nations and cities around the world both historical and contemporary; use maps/graphics to defend/present a position

REFLECTION

- After collaborative interaction reflect on behaviors that strengthen collaborative work and behaviors that weaken collaborative work; practice particular behaviors that will allow you to improve AND techniques that will encourage other to improve
- Assess, evaluate, defend and judge information learned verbally, visually and in writing
- Identify a problem; construct multiple strategies to solve the problem; evaluate and select a strategy to carry out; critique the effectiveness and decide what you would do different in the future
- Determine what you know about a lesson/unit before and what you want to learn; formulate ways to obtain desired information; reflect on what you information you learned after the lesson/unit

INQUIRY, CRITICAL THINKING, AND PROBLEM SOLVING SKILLS

- Use multiple library sources to gather, organize, evaluate and verify information; use Internet to gather and evaluate information; critique and verify Internet sources; use information to present in a variety of forms
- Justify, using quality sources, a position; predict opposing viewpoints and debate the issue
- Know how to monitor and influence government and governmental policies
- Evaluate the impact of cultural differences on society, economics, geography, governments and history
- Predict and evaluate the impact of human interactions with the environment
- Reconstruct and express multiple points of view and integrate a historic, geographic, civic, or economic perspective
- Group human and natural events into broadly defined eras and use timelines to explain patterns of continuity and change in the succession of events
- Hypothesize possible outcomes from an initial event recognizing multiple

INFORMATION AND COMMUNICATION SKILLS

- Access the credibility, relevance and interpretations of an event using various written and electronic secondary sources; correctly cite sources both within text and in bibliographic form
- Use primary sources from multiple viewpoints for an event to evaluate, compare, connect and come to a conclusion
- Create and use tables, charge and graphs to justify a position; evaluate the validity of research presented using charts, graphs and tables; identify bias used in created charts, graphs and tables
- Compare and evaluate different media sources; evaluate reliability of sources; choose technological methods and tools that are best to solve problems and present information

- Create graphic organizers to take notes and organize gathered information; summarize information into informative and persuasive essay form; use different note-taking formats for different purposes
- In small and large group debate, defend, relate and constructively critique shared ideas
- Critically analyze texts for assumptions, myths, perspective and bias; Compare and assess writing from multiple perspectives
- Demonstrate appropriate body and facial expressions; listen respectfully and objectively; offer constructive feedback.

INTERPERSONAL AND SELF-DIRECTIONAL SKILLS

- Voice original ideas; demonstrate content knowledge; persuade audience; listen critically
- and build upon the ideas of others; ask clarifying questions and challenge statements of others; negotiate and compromise
- Participate in developing group process, persuade, compromise, debate, resolve conflicts, and negotiate differences
- Commit to a shared goal and accept responsibility for group work toward that goal.
- Select appropriate people to gain needed information, identify bias of

- causes and accidental factors
- Compare benefits and costs, suggest logical alternatives, predict probable consequences, provide evidence to justify best solution, select most effective manner of communicating solution
 - Distinguish between fact, opinion, and reasoned argument; clarify point of view and context; identify assumptions and fallacies, recognize stereotypes, social biases, and propaganda techniques; evaluate accuracy and timeliness of information; determine main message and identify target audience; analyze credibility and authenticity
 - Identify central issue; formulate appropriate questions; identify multiple perspectives; compare and contrast; validate data using multiple sources; determine relevant information; paraphrase problem
 - Formulate a thesis statement in the social studies that examines why as well as how

- subject, ask questions to refine and verify understanding
- Analyze personal learning style and commitments and consider these while setting a goal; create a realistic action plan, with multiple steps, and put the plan into action; adapt to any necessary change along the way; reflect on both the process and end result of the plan
 - Identify & evaluate ways people may participate effectively in community affairs and the political process; evaluate ways in which public opinion can be used to influence and shape public policy; create an action plan to achieve a goal related to the formation/change of a public policy
 - Create a plan for future study in which you determine ways to find information and create an action plan.
 - Locate, evaluate & apply information about selected public issues being sure to identify, describe and evaluate multiple points of view
 - Assess situations, consider perspective, negotiate agreements, manage disputes, demonstrate appropriate behavior management strategies, reflect and discuss ways to handle a situation

Historian

- How are we connected to events and people of the past?
- What has changed? What has remained the same?
- Where could you gather other information? What type of information?
- What are facts and what are opinions?
- How did past decision or actions affect future choices?
- What impact did this have? What were the effects?
- What are the implications of this for the present? How does it help us make sense of what is happening today?
- What were the causes? What historical events led to this?
- How did people at this time view their world?

Political Scientist

- How do people govern themselves?
- Why do people need so many levels of government?
- What can I do to help?
- If this happens then what are the political consequence?
- What rules do they live by? Where do they come from?
- What is the political structure? How did it impact the situation?
- Who has emerged with the situation with more/less power?
- What events changed the political relationships?
- Did the situation require a response from government? If so, why? If not, why not?
- If the situation requires action by government, which level is appropriate?
- How has society changed as a result of the actions undertaken/or not undertaken by government?
- What are the political consequences as a result of the events that have taken place?
- Should people attempt to influence government and, if so, how can they do so in a democracy?

Behavioral Scientist

- How are people alike and different?
- Why do people act the way they do?
- What do people do to get along?
- When does the present become the past?
- What impact does this have on the society?
- How did the make up of the society impact the situation?

Economist

- Why do we have to make choices?
- What are the costs involved?
- What do we need to make things change?
- What incentives do people face?
- How have past economic choices affected this?
- Is there a relationship between the type of economy and the situation?
- What are the economic consequences of this on the future?
- How are people making voluntary exchanges?

Thinking Like A...

Geographer

- How and why does location matter?
- How do people use maps to help them understand the world?
- How does the environment affect people's lives, and what changes do people make to their environment?
- What is this place like and why? How is this place changing?
- How are people in this place connected to people in other places and regions?
- What would it be like to live here?
- How does geography affect history, economics, government and the culture of people?

Psychologist

- What were the situational factors (e.g., location, culture, etc.) that caused/contributed to this event taking place?
- How did the personalities of the key participants play a role?
- What mental/cognitive processes played a role (e.g., patterns in thinking, attitudes)?
 - What emotional processes played a role (e.g., fear)?
 - How did the biological/neurological make-up of the individuals concerned contribute to behavior seen

Sociologist

- How are personal troubles related to public issues?
- How does social structure enable and constrain individual action?
- What can we learn by looking at multiple points of view when looking at a social issue or situation?
- How do people interact and relate to one another in social groups, such as families, organizations, religious institutions, voluntary associations, and neighborhoods?
- In what ways is human social diversity, by class, race, ethnicity, gender, physical ability, language and so forth, both a barrier and a bridge to people living cooperatively with one another?
- Why do we have social inequalities of power, status and resources, and how might we address the adverse consequences of such inequalities?
- What causes social disorder, crime and violence, and what are effective ways to control them?

Anthropologist

- What are the value and belief systems of the cultures involved?
- How are the people involved related?
- What diversity of cultures exist and how does this impact the issue?
- What are the fact and opinions?
- How and what ways does the past become important to this issue?

Developmental Rubric				
	Beginning	Developing	Transitional	Refining
Global Literacy	How does an individual relate to a variety of social groups, about how societies are organized and about dynamic relationships among the elements within cultures?			
<i>Are knowledgeable about the connectedness of the nations of the world historically, politically, economically, technologically, socially, linguistically, and ecologically.</i>				
<i>Understand that these interconnections can have both positive benefits and negative consequences.</i>				
<i>Understand the role of the United States in international policies and international relations.</i>				
<i>Are able to recognize, analyze, and evaluate major trends in global relations and the interconnections of these trends with both their local and national communities.</i>				
<i>Understand how national cultural differences impact the interpretation of events at the global level.</i>				
<i>Understand the impact of ideology and culture on national decisions about access to and use of technology.</i>				
<i>Participate in the global society by staying current with international news and by participating in the democratic process.</i>				
<i>Value Diversity</i>				

Developmental Rubric				
Are aware of how cultural beliefs, values, and sensibilities affect the way they and others think and behave.				
Appreciate and accept similarities and differences in beliefs, appearances, and lifestyles.				
Understand how technology impacts culture.				
<i>Exhibit an Informed Sensitivity</i>				
Understand how national cultural differences impact the interpretation of events at the global level.				
Know the history of both mainstream and nonmainstream American cultures.				
Can take the perspectives of other cultural groups.				
Are sensitive to issues of bias, racism, prejudice, and stereotyping.				
<i>Actively Engage with/in Other Cultures</i>				
Are bilingual/multilingual or are working toward becoming bilingual/multilingual.				
Communicate, interact, and work with individuals from other cultural groups, using technology where appropriate.				
Are familiar with cultural norms of technology environments and are able to interact successfully in such environments				
21stcenturyskills.org engage global				

Developmental Rubric			
Economic Literacy	How do individuals, institutions and societies organize themselves to meet human economic needs?		
Can evaluate costs, benefits, and the limitations of resources, using this knowledge to make informed choices as consumers, producers, savers, investors, and citizens.			
Are able to evaluate different methods for allocating goods and services by comparing the costs and benefits of each method.			
Can identify economic incentives that affect people's behavior and explain how incentives affect their own behavior.			
Understand how competition, trade barriers, shortages and surpluses, and the interaction between buyers and sellers can influence prices.			
Are able to describe the roles of various public and private economic institutions, including the Federal Reserve.			
Understand the basics of income and its distribution, interest rates, inflation, unemployment, investment, and risk.			
Can identify and evaluate the benefits and costs of alternative public policies, and assess who enjoys the benefits and who bears the costs.			
Understand the value of entrepreneurialism and the roles of small and large businesses in the U.S. economy.			
NCEE 21stcenturyskills.org Engauge			

Developmental Rubric			
Civic Literacy	How do people relate to and interact with their political systems in this and other nations?		
are informed to participate effectively in government			
understand the rights and obligations of citizenship at local, state and national and global levels			
Understand the local and global implications of civic decisions			
Apply skills to make intelligent choices as a citizen			
Participate in their communities			
Act politically			
Have moral and civic virtues			
They are informed and thoughtful			
have a grasp and an appreciation of history and the fundamental processes of American democracy			
have an understanding and awareness of public and community issues			
have an ability to obtain information when needed			
have a capacity to think critically			
have a willingness to enter into dialogue with others about different points of view and to understand diverse perspectives.			
They are tolerant of ambiguity and resist simplistic answers to complex questions.			
They participate in their communities.			

Developmental Rubric			
They belong to and contribute to groups in civil society that offer venues for Americans to participate in public service, work together to overcome problems, and pursue an array of cultural, social, political, and religious interests and beliefs.			
They act politically.			
They have the skills, knowledge, and commitment needed to accomplish public purposes (for instance by organizing people to address social issues, solving problems in groups, speaking in public, petitioning and protesting to influence public policy, and voting)			
They have moral and civic virtues.			
They are concerned for the rights and welfare of others			
They are socially responsible			
They are willing to listen to alternative perspectives			
They are confident in their capacity to make a difference			
They are ready to contribute personally to civic and political action			
They strike a reasonable balance between their own interests and the common good.			
They recognize the importance of and practice civic duties such as voting and respecting the rule of law.			
civiced.org 21stcenturyskills.org Civic Mission of Schools			